

Childhood and Adolescent Development – Program Learning Outcome Assessment Map

OUTCOME	COURSE	ACTIVITY	MEASURE	CRITERIA FOR SUCCESS**	WHO WILL MEASURE	WHEN
PLO 1. Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each development stage from prenatal through adulthood.	FCS 150 (I)	Observation Form and Field Experience: Observe and identify development using observation forms focusing on cognitive, emotional, social and physical development of young children.	Observation Form Rubric or PLO 1 rubric	80% will score 3 or higher	Jody Roubanis Susan DeCristofaro Rogers	FA 16 SP 17
		Field Experience Survey: Student responses to the first two sections of the survey.	Survey Results (indirect)	70% will score 3 or higher		
	FCS 385 (M)	MeBook Project: <ul style="list-style-type: none"> Insights about self and children at each stage gained from interviews, textbook, scholarly resources, and class discussions. Application of insights gained by developing a parenting philosophy to be used in each stage with future children. 	Rubric for meBook Project or PLO 1 rubric	85% will score 3 or higher	Nancy Pitts Susan DeCristofaro Rogers	SP 17
PLO 2. Analyze what are developmentally appropriate concepts, activities, materials, resources in the community as related to children (ranging from infancy through adolescence).	FCS 120 (I)	Early Childhood Learning Center Workshop #2 - Training and Field Experience / Application of Theory: Before completing 15-hours of field experience, students must attend workshop #2 which teaches how to scaffold emergent cognitive skills in the following areas: math, science, literacy and block play. <u>Students will write a summary of work</u> experience and daily log/journal entries summarizing application of theory from daily workshop and evaluation of how it worked.	PLO 2 Rubric (written by FA17)	80% will score 3 or higher	Laurie Mikolaycik Susan DeCristofaro Rogers	SP 18
		ELEC Field Experience Survey of Learning Outcomes	Survey Results of first two sections of survey (indirect)	75% will score 3 or higher		
	FCS 420 (M)	Parent Education Workshop and Handbook: Develop a parenting workshop for specific population and design a booklet (10 page min.) for participant use. Workshop and handbook should be on a subject of interest to student and include an outline and objectives, materials/supplies needed, any handouts, target audience, etc.	PLO 2 Rubric (written by FA17)	80% will score 3 or higher	Laurie Mikolaycik Susan DeCristofaro Rogers	FA 17

OUTCOME	COURSE	ACTIVITY	MEASURE	CRITERIA/ SUCCESS**	WHO WILL MEASURE	WHEN
PLO 3. Identify and assess scientific research evaluating current evidence-based research related to child and adolescent development.	FCS 203 (I)	Summary/Critique of a Parenting Book: Student groups will select a current parenting book, and each individual member will read and evaluate the developmental information that is presented to parents. Each student will then write a 4 to 6 page report summarizing their reading, and to give their own reflection as to the validity of advice to parents citing current childhood development research.	PLO 3 Rubric (written by FA16)	70% will score 3 or higher	Jody Roubanis Susan DeCristofaro Rogers	FA 16 SP 17
	FCS 355 (M)	Research Paper:	PLO 3 Rubric (written by FA16)	80% will score 3 or higher		FA 16
	FCS 497 (M)	Team Research Paper: Conduct original research project, including developing a hypothesis, literature search, developing instrument, data collection and analysis, and reporting of results. Each student submits individual literature review on one peer-reviewed journal article.	PLO 3 Rubric (written by FA16) Core Comp: AAC&U Value Rubric: – Information Literacy	80% will score 3 or higher	Jody Roubanis Susan DeCristofaro Rogers	SP 17
PLO 4. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.	FCS 120 (I)	Essay question – compare and contrast parenting styles: Students will compare and contrast different parenting styles and long-term effects. Students submit take-home essay to LT.	PLO 4 Rubric (written by SP16)	70% will score 3 or higher	Laurie Mikolaycik Susan DeCristofaro Rogers	SP 16
	FCS 150 (I)	Observation Form and Field Experience Summary: Observe and identify development using observation forms, focusing on cognitive, emotional, social and physical development of young children.	PLO 4 Rubric (written by SP16)	70% will score 3 or higher	Jody Roubanis Susan DeCristofaro Rogers	SP 16
	FCS 313 (M)	Critique of social issues book: Each student will write a 4 to 6-page written report on a current social issues book from an approved research list. The written report should include a summary and critique of the social issue addressed and also should include the students personal reflections pertaining to the issues addressed.	PLO 4 Rubric (written by SP16)	80% will score 3 or higher	Kelsy Richardson Susan DeCristofaro Rogers	FA 15

OUTCOME	COURSE	ACTIVITY	MEASURE	CRITERIA/ SUCCESS**	WHO WILL MEASURE	WHEN
PLO 4 (cont.) Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.	FCS 420 (M)	Media Project: Student will find 2 advertisements in a magazine, commercial, etc. that depict children and/or families in a stereotypical or biased way and 2 advertisements that are aimed at children, then will discuss all 4 in class. Media Paper: Student will then choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 1-2 page paper delineating how exactly that media did so.	PLO 4 Rubric (written by SP16)	80% will score 3 or higher	Laurie Mikolaycik Susan DeCristofaro Rogers	FA 16
PLO 5. Identify career paths and faith integration within the child and adolescent professions	FCS 101 (I)	Final Paper: 4-5 page paper of personal self-assessment, analysis and integration of faith in vocation. <u>Self Assessment:</u> <ul style="list-style-type: none"> Myers-Briggs indicator Strength Finder-Gallup <u>Integration of faith in vocation - James Fowler's Stages of Faith:</u> Students will analyze research data or original published works and use critical thinking skills for evaluating products, research, or theories. Student will analyze the final paper.	PLO 5 Rubric	70% will score 3 or higher.	Jody Roubanis Susan DeCristofaro Rogers	FA 15
	FCS 497 (M)	Professional Statements and Portfolio. Students will write: <ul style="list-style-type: none"> Professional Philosophy 2, 5 and 10 year professional goals Their code of ethics Discuss career goals in relation to mission of FCS Complete professional portfolio 	Direct: PLO 5 Rubric AAC&U Value Rubrics: Written Communication Oral Communication	80% will score 3 or higher	Jody Roubanis Susan DeCristofaro Rogers	FA 15 SP 16

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2016- 2017**

Learning Outcomes	I, D or M	CHAD	Signature Assignments	When	Minimum Average for Each Criteria of the Rubric	Assessors
#1 Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each development stage from prenatal through adulthood.	Introduce	FCS 120 – Early Child Learning Center Project	Early Childhood Learning Center Field Experience Research Proposal Project: Develop a written proposal for a research project based on theory (Vygotsky, Piaget, Erikson) to include a background research paper, statement of the problem, research design (procedure,) and expected results. Oral presentation to class included.	SP 17	70%	Laurie Mikolaycik Susan DeCristofaro Rogers
	Introduce	FCS 150 – Observation Forms and Field Experience	Observe and identify development using observation forms focusing on cognitive, emotional, social and physical development of young children. Survey.	FA 16 SP 17	70%	Jody Roubanis Susan DeCristofaro Rogers
	Develop	FCS 305 – Healthful Menus through the Life Span	Healthful Menus Through the Life Cycle; Cultural Food Practices and Health Beliefs in the Life Cycle	FA16	75%	Cindy Swann Brittany Johnson
	Master	FCS 385 – Project meBook	Story about the student’s personal experience in each of the 4 developmental stages* based on memories & interviews. Photocopies of pictures taken of self at each stage to be included. Insights about self and children at each stage gained from interviews, textbook, scholarly resources, and class discussions. Application of insights gained by developing a parenting philosophy to be used in each stage with future children.	SP 17	80%	Nancy Pitts Susan DeCristofaro Rogers
	Master	FCS 420 – Parent Education Workshop and Handbook	Develop a parenting workshop for a specific population and design a booklet (10 page min.) for participant use. Workshop should be on a subject of interest to student and include an outline and objectives, materials/supplies needed, any handouts, target audience, etc.	FA 16	80%	Laurie Mikolaycik Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2017- 2018**

Learning Outcomes	I, D or M	C HAD	Signature Assignment	When	Minimum Average for Each Criteria of the Rubric	Assessors
#2 Analyze what are developmentally appropriate concepts, activities, materials, resources in the community as related to children from infancy through adolescence.	Introduce	FCS 150 – Field Experience and training in effective ways to interacting with young children	Observation Forms and Field Experience Observe and identify development using observation forms, focusing on cognitive, emotional, social and physical development of young children.	FA 17 SP 18	70%	Jody Roubanis Susan DeCristofaro Rogers
	Introduce	FCS 120 – Workshop Training and Field Experience	Application of theory Early Childhood Learning Center Field Experience All students required to attend Workshop 1 or 2 before completing 15 hours of field experience at the Early Childhood Learning Center. Survey of Learning Outcomes.	SP 18	70%	Laurie Mikolaycik Susan DeCristofaro Rogers
	Develop	FCS 315 – Field Resource Report	Conduct a field study of three community health resources. Using your knowledge gained while visiting the organizations, complete the discussion question in the report.	FA 17 SP 18	75%	Nancy Pitts Susan DeCristofaro Rogers
	Develop	FCS 385 – Critique of Parenting Resources	Critique of Parenting Resources Evaluate 3 parenting books & 3 online parenting sites (including 1 book and 1 site that are Christian based.) Rank order books and sites based on usefulness & alignment with best practices. Post findings on FCS385 Facebook page. Comment on at least 2 other students' resource critiques. Case Studies Find and present 2 parenting dilemmas found in online discussion boards and respond with advice based on Christian values, class discussion, interviews and best	FA 17 SP 18	75%	Nancy Pitts Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2017- 2018**

			practices found in the textbook. Give advice on at least 2 case studies from other students and comment on the advice given by others on at least 2 case studies.			
	Develop	FCS 230 - Insights	Insights: "Insights" on assigned topics are due throughout the semester. The written reflections demonstrate your understanding of the resource management topic and make a connection to something in your life and/or something that you have read. These reflections are an ideal place for connections to be made to scripture and planning for Christian life. They are to be submitted through a prior to class meeting time on the day they are due.	FA 17	75%	Jody Roubanis Susan DeCristofaro Rogers
	Master	FCS 420 – Critical Paper/Article Review	Parent Education Workshop and Handbook Develop a parenting workshop for specific population and design a booklet (10 page min.) for participant use. Workshop should be on a subject of interest to student and include an outline and objectives, materials/supplies needed, any handouts, target audience, etc.	FA 17	80%	Laurie Mikolaycik Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2015-2016**

Learning Outcomes	I, D or M	C HAD	Signature Assignment	When	Minimum Average for Each Criteria of the Rubric	Assessors
#4 – Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.	Introduce	FCS 150 – Observation Form and Field Experience Summary	Observation Forms and Field Experience Observe and identify development using observation forms, focusing on cognitive, emotional, social and physical development of young children.	FA 15 SP 16	70%	Jody Roubanis Susan DeCristofaro Rogers
	Introduce	FCS 120 – Essay question: Compare and contrast parenting styles.	Students will compare and contrast different parenting styles and long-term effects.	SP 16	70%	Laurie Mikolaycik Susan DeCristofaro Rogers
	Develop	FCS 425 – Food Patterns of World Cultures Presentation	Prepare a one page review of food and eating patterns for a particular world culture. Paper must be typed and clearly include the following topics: - Geographical and agricultural considerations - Foods common to the geographic regions - Eating Patterns - Typical daily meal plan - Nutritional Status - Food and meal traditions during festivals, holidays, and celebrations A five minute PowerPoint presentation will be given in class and should include illustrations of foods. The handout will be presented to the instructor and students at the beginning of the oral presentation.	SP 16	75%	Cindy Swann Susan DeCristofaro Rogers
	Develop	FCS 385 – Case Studies	Respond to posted parenting dilemma with advice based on Christian values, class discussion, best practices found in the textbook, and information from relevant online resources.	FA 15 SP 16	75%	Nancy Pitts Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2015-2016**

	Master	FCS 313 - Critique of social issues book	Each individual student will write a 4 to 6 page written report on a current social issues book from an approved research list. The written report should include a summary and critique of the social issue addressed and also should include the students personal reflections pertaining to the issues addressed.	FA 15	80%	Kelsy Richardson Susan DeCristofaro Rogers
	Master	FCS 420 - Media Project	The student will find 2 advertisements in a magazine, commercial, etc. that depict children and/or families in a stereotypical or biased way and 2 advertisements that are aimed at children. They will discuss all 4 in class. Then they will choose a book or movie that influenced (positively or negatively) the way they view(ed) gender, race, religion, etc. and write a 1-2 page paper delineating how exactly that media did so.	FA 15	80%	Laurie Mikolaycik Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2016- 2017**

Learning Outcomes	I, D or M	C HAD	Signature Assignment	When	Minimum Average for Each Criteria of the Rubric	Assessors
#3 Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.	Introduce	FCS 150 – Adolescent Survey Project	Observation Forms and Field Experience Observe and identify development using observation forms, focusing on cognitive, emotional, social and physical development of young children.	FA 16 SP 17	70%	Jody Roubanis Susan DeCristofaro Rogers
	Develop	FCS 203 – Summary/Critique of a Parenting Book	Infant and toddler observation Evaluate one infant and one toddler using the Environment Chart focusing on sequence of development.	FA 16	75%	Jody Roubanis Susan DeCristofaro Rogers
	Develop	FCS 385 – Research Presentation	Critique of Parenting Resources Evaluate 3 parenting books & 3 online parenting sites (including 1 book and 1 site that are Christian based.) Rank order books and sites based on usefulness & alignment with best practices. Post findings on FCS385 Facebook page. Comment on at least 2 other students' resource critiques.	FA 16 SP 17	75%	Nancy Pitts Susan DeCristofaro Rogers
	Master	FCS 497 – Team Research Paper	Team Research Papers – Conduct original research project, including developing a hypothesis, literature search, developing instrument, data collection and analysis, and reporting of results.	FA 16 SP 17	80%	Jody Roubanis Susan DeCristofaro Rogers

**LEARNING OUTCOMES AND SIGNATURE ASSIGNMENT GRID FOR CHAD
2015-2016**

Learning Outcomes	I, D or M	C HAD	Signature Assignment	When	Minimum Average for Each Criteria of the Rubric	Assessors
#5 – Identify career paths and faith integration within the child and adolescent professions.	Introduce	FCS 101 – Final Paper	4-5 page paper of personal self-assessment, analysis and integration of faith in your vocation. A total of 80 points will be possible, 10 points for group presentation. <ul style="list-style-type: none"> Self-Assessment Myers-Briggs indicator Strength Finder-Gallup Integration of faith in vocation James Fowler’s Stages of Faith Students will analyze research data or original published works and use critical thinking skills for evaluating products, research, or theories. Student will analyze the final paper.	FA 15	70%	Jody Roubanis Susan DeCristofaro Rogers
	Develop	FCS 355 – Group Project	Each group is to research and develop a short power point presentation of a specific disability. Develop handouts that reinforce information, identify career paths that meet needs of child and families in this particular disability. Cite research references used.	SP 16	75%	Aleta Slater Susan DeCristofaro Rogers
	Master	FCS 497 Professional Statement in portfolio	Write your professional 10 and 25 year goals Discuss your career goals in relation to mission of Family and Consumer Sciences. Complete a professional portfolio	FA 15 SP 16	80%	Jody Roubanis Susan DeCristofaro Rogers