



Matrix 2.1a Core Concepts  
 Infusion of the Body of Knowledge in Human Development and Family Resources

Illustrate the infusion of the core concepts of the body of knowledge into program curricula. Complete Matrix 2.1a.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Core Concepts			
					Basic Human Needs	Community Vitality	Family Strengths	Individual Well-Being
Describe the stages of human development in relation to physical, social, emotional, and intellectual development of children, older adults, and other family members.	FCS 291: Human Development Across the Life Span	5 life span observation papers that provide data for a reflection paper: What Does It Mean to Be Human?	95% of students completed 5 observation papers; 85% used observation data to complete Reflection Paper.	Refine assignment; show examples of how observation leads to reflection for answering question posed by assignment.	X			X
	FCS 316 Food Science	6 groups of students conducted research projects dealing with different disabling health conditions, such as celiac disease, heart disease, and lactose intolerance. The students developed food products that individuals with these conditions can use to manage their health and well-	100% of the students completed the research projects. They wrote and presented research findings.	Increase the number of participants to increase the reliability of the data.	X			X

		being.						
	FCS 311 Community Nutrition	16 groups of students provided nutrition services in a community-based Food Assistance Programs for Service-Learning experiences.	100% of the students completed the Service-Learning activities. They collected and prepared meals for homeless individuals, served meals and provided nutrition education to older persons. They distributed foods at Food Pantries.	Increase the number of sites for the Service-Learning.	X	X		
Demonstrate understanding of nutrition knowledge, nutritional needs and how food consumption relates to health and well-being.	FCS 102: Nutrition in the Life Span	Students had the opportunity to complete 15 quizzes and 17 homework assignments comprehensively covering board field of nutrition	Class earned 90% of possible points for both the homework assignments and quizzes by completing the assignments and quizzes.	Revise and update quizzes and homework assignments to reflect new information and knowledge in the field of nutrition to allow students to learn more about each nutrition topic, their own nutritional needs and behaviors and the relationship to health.	X		X	X
Understand and develop counseling skills, theories and techniques of individual and family counseling to assist individuals and families develop personal strengths and family harmony.	FCS 364 Basic Skills in Counseling	Weekly in-class lab sessions-mock counseling sessions with classmates. These mock sessions cover a variety of individual and family scenarios relevant to personal and family needs in the 21 <sup>st</sup> century.	100% of students completed in-class mock sessions.	Students are instructed about how to improve their counseling skills to better assist individuals and families.	x			

Understand and analyze persistent and newly emerging basic needs for families and couples living in the 21 <sup>st</sup> century.	FCS 224 Enduring Issues for Couples and Families	In-class 60 minute presentation covering couple or family issue. The presentation must demonstrate an understanding of a basic issue relevant to couples or families.	100% of students completed in-class presentation.	Students were given feedback about how to improve their analysis of couple and family issues and how to improve their presentations skills.		x		x	
Understand and analyze family dynamics of later life with an emphasis on developmental tasks and needs of aging family members.	FCS 305 Families In Later Life	Conduct and present in- class the findings of an interview with a senior citizen.	100% of students completed interviews and in-class reports.	Students are given feedback about issues relevant to the class that could be addressed in the interviews.		x		x	
Explore cognitive and affective issues related to family crises.	FCS 310 Family Crises	Analyze five articles related to family crises.	100% of students completed article analysis.	Students are given feedback about how best to analyze a family crisis situation.					
	FCS 103 Management for Consumers								
Apply sound management principles to human resources, time, workd and family, stress and fatigue, and finances	FCS 232 Resource Management for Individuals and Families	Analyze and summarize 5 articles	100% of students completed assignment	Students are gien feedback on ayalsis of articles		x			
Analyze the concept of poverty as well as its possible causes and consequences	FCS 233 Family Economic Resources	Complete a personal financial plan incorporating relevant basic human needs	100% of students completed project	Students were given feedback on financial plan		x			
Evaluate innovative and alternative teaching methods and learning activities which provide learners with positive learning	FCS 111- Introduction to the FCS Educator's Role	10 lesson observations in FCS classrooms; Reflection paper	98% of students successfully completed observations; 95% of students used their	Continue assignments as-is.			X		X

environments in FCS classrooms.		about all observations at course end.	observations to successfully write a reflection paper about all of the observations.				
Select appropriate instructional strategies, content and activities for meeting the needs of a diverse student population in FCS classes.	FCS 111- Introduction to the FCS Educator's Role	Prepare and present a 15-minute FCS lesson.	100% of students successfully completed the lesson and presentation.	Shift from the presentation being to peers in class to that of a community center setting with "real" students.		X	X
Develop skills, competence, individual potential and abilities in planning, organizing, delivering instruction, content knowledge, selecting appropriate technology, and making necessary modifications for <u>all</u> students;	FCS 203- Competencies for Teaching FCS	Prepare and present a 30-minute FCS lesson.	100% of students successfully completed the lesson and presentation.	Continue assignment as-is.		X	X
Develop competence in the use of a variety of teaching methods, learning aids, instructional materials and evaluation tools as part of a comprehensive curriculum plan;	FCS 203- Competencies for Teaching FCS	Prepare an original unit plan of 10 consecutive days of FCS instruction.	95% of students successfully completed the unit plan.	Continue assignment as-is.		X	X
Understand resilient characteristics of families over time with special emphasis on coping mechanisms. Investigate changes over time with regard to gender, social class, race, ethnicity/religion and age.	FCS 112 American Family History: Change and Diversity	15 page research paper developing a historical and comparative analysis of the student's own family in order to analyze the impact change has had on family formation, maintenance and reconfiguration.	100 % of students completed 15-plus page papers; 95 % of students used their family research to create a historical chronology of their family.	Refine assignment my requiring a discussion within the research paper of how national and international historical events impacted or influenced personal family maintenance and/or reconfiguration.	X	X	X
Develop goals, skills and strategies for the transition to roles as leaders in family and consumer science professions with emphasis placed on self-awareness, motivation techniques and ethical decision-making.	FCS 300 Leadership Development for Family and Consumer Sciences Professionals	Compilation of lifelists, personal mission statements and exercises to identify core values and personal leadership style.	90 % of students compiled life lists and mission statements. 95 % of students completed exercises to identify core values. Students showed a lack of understanding regarding personal leadership styles.	Encourage students to exchange information by using small groups to promote discussion about how to identify personal leadership style. Exchange leadership strategies with others in the class.	X		X
Demonstrate An understanding of the dynamics of family relationships	FCS 231: Family Relations	A <i>Virtual Child</i> portfolio format is used to track your progress as a virtual parent	100% of students completed the assignment; 35% A's, 50% B's, 10% C's, 5% D's	Grading rubrics, assignment instructions, and feedback currently being refined to use common terminology base on Bloom's revised	X		X

		and a parent-educator. Student rears a child from birth to age 18, reporting in a 4-section, continuing portfolio.		taxonomy.				
Demonstrate an understanding of the "traditional" roles of parents	FCS 231: Family Relations	See <i>Virtual Child</i> portfolio above; Students will work in small groups to present <i>Taking Sides</i> topics, these topics include: Are father's really necessary? Should minors be required to get their parent's permission in order to obtain an abortion? Can Gay and Lesbian individuals be appropriate parents to children?, and others...	100% of students completed the assignment; Approximately 80% of the students successfully present both sides of a complex question; students struggle with true consensus in group work	Call specific attention to consensus building examples in class (object being progress, not victory); limit group membership to 3 in order to facilitate consensus building	X	X	X	X
Identify, analyze, and discuss current issues in adolescence and emerging adulthood	FCS389.37 – Adolescence and Emerging Adulthood	Students will work in small groups to present <i>Taking Sides</i> topics, these topics include: Do boys worry about an ideal body image as much as girls do?, Is gender identity innate?, Are efforts to improve self-esteem misguided?, Are contemporary young adults more selfish than previous	100% of students completed the assignment; Approximately 90% of the students in this senior level class successfully presented and understood both sides of a complex question; students struggle with true consensus in group work	Continue; limit group membership to 3 in order to facilitate consensus building	X		X	X

		generations?...						
Describe the likely impact current social issues may have upon adolescent development and emerging adulthood	FCS389.37 – Adolescence and Emerging Adulthood	Traditional exam; small group discussion	100% of students completed the assignment; approximately 90% of students contributed multiple, valid point to class discussions	Add case-study format using <i>21-Up South Africa</i> documentary series	X	X		X
Compare basic approaches used in various marriage enrichment programs	FCS 309 – Couple Relationships	Groups prepare program presentations; debate between scheduled groups	100% of students completed the assignment; Approximately 80% of students receive a grade of A or B	Continue	X			X
Identify and discuss factors impacting the establishment and maintenance of intimate couple relationships	FCS 309 – Couple Relationships	Traditional exam; critical book review of one of 9 possible books followed by small group discussion	95-100% of students completed the assignment; Approximately 70% of students receive a grade of A or B	Continue the assignment; looking annually for possible book selections	X	X		
Compare and contrast knowledge of the major (bio-psychosocial) influences on individual development	FCS 101: Introduction to Human and Family Development	Choice of 3 assignments throughout the semester covering range of lifespan topics; 4 exams	95% of students complete all assignments; 99% of students complete all exams	Update assignments, relate topics to current research and student goals (continue to address wide variety of student's taking course); review student assessment of making material relevant	X			X
Develop an awareness of the mutual influence of individual and family development		Choice of 3 assignments throughout the semester covering range of lifespan topics; synthesis essay applying course knowledge to future career/life; 4 exams	95% of students complete all assignments; 99% of students complete synthesis essay; 99% of students complete all exams	Update assignments, relate topics to current research and student goals (continue to address wide variety of student's taking course); review student assessment of making material relevant			X	X
Discuss the diversity, adaptation, and continuity of individuals within the contexts of the family, community, society, and culture		Choice of 3 assignments throughout the semester covering range of lifespan topics; 4 exams	95% of students complete all assignments; 99% of students complete all exams	Update assignments, relate topics to current research and student goals (continue to address wide variety of student's taking course); review student assessment of making material relevant		X	X	X
Analyze the history of, and recent trends in, infant and toddler care.	FCS 251: Development and Guidance of Infants and Toddlers	comprehensive developmental assessment	100% complete comprehensive developmental	Keep class activities current with research; through class discussion		X		

		paper; 3 exams	assessment; 100% complete all exams	encourage students to apply course materials to clinical site & future career goals				
Compare and contrast various theoretical orientations to infant and toddler development.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals	X			X
Identify normative developmental patterns in the first three years of life.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites				X
Develop observational skills for learning about infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites				X
Investigate issues related to culture, race/ethnicity, religion, and SES in infant toddler care and how personal cultural heritage influences diverse child care practices		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals		X	X	
Develop effective communication and interpersonal skills for working with staff and parents.		30 hours of clinical observation with 5 written	95 % of students complete clinical hours; 98% completed written observation & learning	Keep class activities current with research; through class discussion encourage students to			X	

		observation papers; 5 written learning plans	plans	apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites				
Describe how illness, injury and hospitalization can influence normal growth, development and socialization.	FCS 306: Seminar in Child Life	30 hours of clinical observation with journal reports; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X			X
Recognize children's understandings of and responses to medical personnel, procedures and treatments including developmental as well as situational differences.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X			X
Demonstrate methods for preparing children for medical encounters.		30 hours of clinical observation with journal reports; 2 professional skill activities; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites				X
Explain the importance of family involvement in child life programs and identify ways to involve families in their child's medical experience.		30 hours of clinical observation with journal reports; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites			X	

Develop an awareness of and respect for family diversity (race/ethnicity, culture, gender, religion, SES).		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X	X	
Describe a typical hospital structure and various hospital personnel.		30 hours of clinical observation with journal reports; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X		
Identify effective ways to work with other professional, volunteers and staff in a hospital setting.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X		
Demonstrate an understanding of the hospital environment and how the child life program fits into that environment.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X		
Analyze the strengths and weakness of the profession of child life.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to		X		

		homework assignments; 2 essay exams	exams	apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites				
Develop a plan for professional goals.		30 hours of clinical observation with journal reports; 2 essay exams	95 % of students complete clinical hours with written report; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X		
Recognize that: a. All children are born wired for feelings and ready to learn. b. Early environments matter and nurturing relationships are essential. c. Society is changing and the needs of young children are not being met. Interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking	FCS 307: Advanced Child Development Applications	30 hours of clinical observation with 5 written observation papers; research paper on child development topic; group presentation; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper & group presentation; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model	X			X
Refine observational skills for learning about young children.		30 hours of clinical observation with 5 written observation papers; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model				X
Integrate research findings with direct observations/assessments of children.		30 hours of clinical observation with 5 written observation papers; research paper on child development topic; weekly	98 % of students complete clinical hours & written observations; 100% research paper; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer	X			X

		discussion topics; 2 essay exams		feedback as a learning model				
Demonstrate the ability to plan developmentally appropriate activities for children based on observation/assessment and research findings.		30 hours of clinical observation with 5 written observation papers; research paper on child development topic; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model				X
Evaluate the components of a successful program for young children and identify recommendations for program improvement.		30 hours of clinical observation with 5 written observation papers; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model				X



Matrix 2.1b Integrative Elements  
 Infusion of the Body of Knowledge in Human Development and Family Resources

Illustrate the infusion of the integrative elements of the body of knowledge into program curricula. Complete Matrix 2.1b.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Integrative Elements	
					Life Course Develop- ment	Human Ecosystem
Demonstrate knowledge of the skills necessary to parent effectively across the lifespan	FCS 231 – Family Relations	Students write a single QT (quick thought response) to every class (following the parental lifespan); a final critical reflection essay is written concerning the QT's	100% of students complete the assignment; approximately 60% follow a chronological progression across the lifespan; others simply respond to their own reflections	The critical reflection essay has been an effective component for this class. The essay will be redefined to follow a more chronological path.	X	X
Describe and compare multiple theories of adolescent development	FCS389.37 – Adolescence and Emerging Adulthood	Traditional exam; application to case studies	95-100% of students complete the exams; scores are generally quite good as students have been exposed to these theories multiple times before this senior level class	Continue	X	X
Assess relationship situations for the presence (or lack) of features and characteristics, etc. critical to optimal positive functioning	FCS 309 – Couple Relationships	Traditional exam; application to case studies	100% of students complete the assignment	Continue	X	X
Share knowledge gained regarding couple relationship factors and principles	FCS 309 – Couple Relationships	Students will work in small groups to present <i>Taking Sides</i> topics, these topics include: Is cybersex cheating?, Is the institution of marriage at risk?, Should the U.S. constitution be amended to protect the "Sanctity of Marriage?", Should society support cohabitation before marriage?	95-100% of students complete the assignment; It is challenging for students to come to a conclusion, but 50-60 % of students receive an A	Continue the assignment, continually updating the list of possible topics		X

Describe how individuals and families related to social institutions in the past, and how these institutions morphed in order to serve the changing American family.	FCS 112 American Family History: Change and Diversity	Small group presentation of Tocqueville's "Democratic Family" with emphasis on how laws changed to reflect the new conception of family in the early 19 <sup>th</sup> century for men, women (single and married) and children.	95 % of all students participated in "Democratic Family" group lecture; each student spoke to the entire class regarding family reconfiguration since Puritan times.	Add a 5-minute reaction paper to this exercise; as the class to respond to each group's presentation by including any ignored material.	X	
Understand the importance of volunteerism from the standpoint of its contribution to our profession and its contribution to the student's own leadership capacity.	FCS 300 Leadership for Family and Consumer Sciences Professionals	Students spend an assigned number of hours outside of class volunteering their time to a cause of their choice, subsequently writing a reflection paper describing their experience and how it served as a community building exercise.	90 % of students exhibited an understanding of the importance of volunteerism and how it contributes to personal leadership capacity; students showed limited understanding of how volunteerism contributes to the profession of Family and Consumer Sciences.	This project needs to be expanded to include an examination of how volunteerism has impacted Family and Consumer Sciences across the globe; the reflection paper should include references to examples of how service makes a lifelong impact on our profession.	X	X
Apply an understanding of the interaction and interrelatedness of individuals, families, and communities to resolution of case studies involving families in need.	FCS 241: Professional Issues in Family & Consumer Sciences	Group presentation of resolution of a case study of family whose breadwinner lost job.	80% of students exhibited an understanding of interrelatedness and interactions of individuals, families, and communities; understanding of poverty very limited; students exhibited limited knowledge of community resources.	More projects of this type need to be included in course work to help students broaden perspectives of community resources; develop a service project to help individuals at the soup kitchen to expose students to realities of poverty and to resources that are available to help individuals.		X
Apply knowledge of the theories of human growth and development	FCS 101: Introduction to Human and Family Development	Choice of 3 assignments throughout the semester covering range of lifespan topics; 4 exams	95% of students complete all assignments; 99% of students complete all exams	Update assignments, relate topics to current research and student goals (continue to address wide variety of student's taking course); review student assessment of making material relevant	X	
Apply an informed perspective of lifespan development to each of the following dimensions: nature vs. nurture, continuity vs. discontinuity, and universal vs. context-specific		Choice of 3 assignments throughout the semester covering range of lifespan topics; synthesis essay applying course knowledge to future career/life; 4 exams	95% of students complete all assignments; 99% of students complete synthesis essay; 99% of students complete all exams	Update assignments, relate topics to current research and student goals (continue to address wide variety of student's taking course); review student assessment of making material relevant	X	
Develop observational skills for learning about infants and toddlers.	FCS 251: Development and Guidance of Infants and Toddlers	30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career		X

		developmental assessment paper	comprehensive developmental assessment	goals; develop relationships with new clinical observation sites		
Develop skills for assessing infant and toddler development.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	
Use observations and assessments to plan, execute and evaluate developmentally appropriate experiences for infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	
Investigate issues related to culture, race/ethnicity, religion, and SES in infant toddler care and how personal cultural heritage influences diverse child care practices.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exam	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X
Investigate issues of gender identity and gender roles including stereotypic definitions of gender.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X
Compare and contrast developmentally appropriate with inappropriate practices for infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X
Demonstrate respectful, responsive and reciprocal interactions with infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships		X

		paper	developmental assessment	with new clinical observation sites		
Practice appropriate guidance techniques for infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	X
Evaluate the components of a successful program for infants and toddlers.		30 hours of clinical observation with 5 written observation papers; 5 written learning plans; comprehensive developmental assessment paper; 3 exams	95 % of students complete clinical hours; 98% completed written observation & learning plans; 100% complete comprehensive developmental assessment; 100% complete all exams	Keep class activities current with research; through class discussion encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	X
Analyze the history of, and recent trends in child life.	FCS 306: Seminar in Child Life	6 homework assignments; 2 essay exams	97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	
Compare and contrast theoretical orientations to child life programs and practices.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	X
Identify socio-demographic, interpersonal and intrapersonal factors related to children's reactions to hospitalization.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		X
Describe how illness, injury and		30 hours of clinical	95 % of students complete	Keep class activities up to date		X

hospitalization can influence normal growth, development and socialization.		observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites		
Distinguish types of play used in child life programs.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	
Demonstrate how play could be used in preparing a child for a medical encounter, helping a child cope with stress and to facilitate normal growth and development.		30 hours of clinical observation with journal reports; 2 professional skill activities; 6 homework assignments; 2 essay exams	95 % of students complete clinical hours with written report; 98% complete skills activities; 97% complete homework assignments; 100% complete both exams	Keep class activities up to date with evidence based practice and professional certification standards; use class discussion to encourage students to apply course materials to clinical site & future career goals; develop relationships with new clinical observation sites	X	
Recognize that: a. All children are born wired for feelings and ready to learn. b. Early environments matter and nurturing relationships are essential. c. Society is changing and the needs of young children are not being met. Interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking	FCS 307: Advanced Child Development Applications	30 hours of clinical observation with 5 written observation papers; research paper on child development topic; group presentation; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper & group presentation; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model	X	X
Identify interventions that increase the odds of favorable developmental outcomes		30 hours of clinical observation with 5 written observation papers; research paper on child development topic; group presentation; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper & group presentation; 93% participation in weekly online discussions; 100% complete	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites;		X

			all exams	pursue use of peer feedback as a learning model		
Investigate issues related to culture, race/ethnicity, religion, and SES and develop a personal/professional philosophy that demonstrates an understanding of multicultural issues.		30 hours of clinical observation with 5 written observation papers; research paper on child development topic; group presentation; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper & group presentation; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model		X
Investigate issues of gender identity and gender roles including stereotypic definitions of gender and formulate a plan to reduce gender bias in programs and practice.		30 hours of clinical observation with 5 written observation papers; research paper on child development topic; group presentation; weekly discussion topics; 2 essay exams	98 % of students complete clinical hours & written observations; 100% research paper & group presentation; 93% participation in weekly online discussions; 100% complete all exams	Update class material with evidence based practice; use discussion to encourage students to apply course materials to clinical site; develop relationships with new clinical observation sites; pursue use of peer feedback as a learning model		X
Understand the definitions, approaches, and issues involved in family policy analysis across the life cycle;	FCS 333: Family and Consumer Public Policy	Weekly reaction papers related to the textbook; current events notebook; final project	95% of students complete weekly reaction papers; 100% completion of policy notebook & final project;	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy, education, government		X
Analyze processes for formulating, implementing, and evaluating public policy and the role of family and consumer sciences professionals in these processes;		Weekly reaction papers related to the textbook; advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	95% of students complete weekly reaction papers; 99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy, education, government		X
Analyze and synthesize public policy/legislative action affecting families and consumers;		advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy		X
Promote a greater understanding of the democratic process;		Weekly reaction papers related to the textbook; advocacy or educational policy letter; report on community meeting attended;	95% of students complete weekly reaction papers; 99% complete letters and attend meeting; 100% completion of policy notebook & final	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments		X

		current events notebook; final project; Group debate presentation	project; 100% participation in group debate	into active class discussion; involve more guest speakers: policy		
Interpret current societal trends as they relate to the need for public policies addressing the family and consumer;		Weekly reaction papers related to the textbook; advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	95% of students complete weekly reaction papers; 99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy		X
Identify and assess programs in governmental and private agencies that are designed to address the needs of families and consumers;		Weekly reaction papers related to the textbook; advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	95% of students complete weekly reaction papers; 99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy		X
Demonstrate professional skills for public policy involvement, including problem solving and management of public discussions;		advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy		X
Examine an issue, analyze its implications and formulate a position		advocacy or educational policy letter; report on community meeting attended; current events notebook; final project; Group debate presentation	99% complete letters and attend meeting; 100% completion of policy notebook & final project; 100% participation in group debate	Keep up to date with current policy initiatives; integrate current events into class; review students suggestions for integrating assignments into active class discussion; involve more guest speakers: policy		X
Apply an understanding of the interaction and interrelatedness of individuals, families, and communities to resolution of case studies involving families in need.	FCS 241: Professional Issues in Family & Consumer Sciences	Group presentation of resolution of a case study of family whose breadwinner lost job.	80% of students exhibited an understanding of interrelatedness and interactions of individuals, families, and communities; understanding of poverty very limited; students exhibited limited knowledge of community resources.	More projects of this type need to be included in course work to help students broaden perspectives of community resources; develop a service project to help individuals at the soup kitchen to expose students to realities of poverty and to resources that are available to help individuals.		X
	FCS 311 Community Nutrition	Group presentations of case studies and critical thinking activities about families and individuals in need of foods	100% of the students showed an understanding of interrelatedness and interactions of individuals,	Expand the Service-Learning activities to broaden the student's viewpoints of poverty and community resources.		X

		and shelter and the working poor.	families, and communities. Student's knowledge of resources within the community is limited. Also their knowledge of poverty and who is affected is limited.			
	FCS 102: Nutrition in the Life Span	Learning assessed by exam questions related to specific developmental changes and needs through the various life stages of humans.	99% of class completed exam containing questions related to human lifespan requirements and needs.	Revise and update course content to reflect new information and knowledge in the field of nutrition concerning specific nutritional needs and changes occurring throughout the lifespan; and develop specific homework assignment covering topic.	X	
Apply an understanding of the interaction and interrelatedness of individuals, families, and communities to resolution of case studies involving families in need.	FCS 241: Professional Issues in Family & Consumer Sciences	Group presentation of resolution of a case study of family whose breadwinner lost job.	80% of students exhibited an understanding of interrelatedness and interactions of individuals, families, and communities; understanding of poverty very limited; students exhibited limited knowledge of community resources.	More projects of this type need to be included in course work to help students broaden perspectives of community resources; develop a service project to help individuals at the soup kitchen to expose students to realities of poverty and to resources that are available to help individuals.		X
Understand and analyze issues personal and societal issues preventing individuals and families from living together in a healthy manner over the lifespan.	FCS 364 Basic Skills in Counseling	60 minute group in-class presentation on an issue that prevents individuals and families from living together in a healthy manner and ways the counselor can help them improve as the family develops over the lifespan.	100% of students complete the required in-class presentation	Students are given feedback about how to improve their understanding of the issue.		X
Analyze lifespan issues impacting couples and families as related to societal institutions and the community, analyze how society interfaces with the family.	FCS 224 Enduring Issues for Couples and Families	Five response papers: 1-2 pages each analyzing societal issues impacting couples and families throughout the lifespan.	90% of students completed all five response papers.	Encourage students to discuss issues in small groups in class to analyze other viewpoints.	X	

Analyze impact of societal resources for aging persons and their family members.	FCS 305 Families in Later Life	Volunteer experience at an agency or nursing home to determine available resources for aging persons and their family members. Report findings to class.	100% of students completed the volunteer experience and in-class report of experience.	Analyze which services and resources are most successful when serving the elderly and their families.		x
Recognize social and political impacts on family crises. Describe various intervention theories. Analyze various social service agencies and their effectiveness of intervention programs.	FCS 310 Family Crises	Conduct and report on findings of a visit and interview with an agency dealing with family crises	100% of students completed visit, interview and in-class report of findings	Students were given feedback about other questions to ask at the site visit.		x
Understand and describe how decision making and problem solving are important in resource management	FCS 232 Resource Management for Individuals and Families	Complete two 2-3 page papers	100% of students completed project	Students are given feedback about how to better describe decision making as related to the family		x
Understand the family economic issues that affect family well-being at different stages of the life cycle.	FCS 233 Family Economic Resources	20 minute Group presentation covering a life cycle resource issue	100% of student completed project	Students were given feedback on presentation		x



Matrix 2.1c Cross-Cutting Themes  
 Infusion of the Body of Knowledge in Human Development and Family Resources

Illustrate the infusion of the cross-cutting themes of the body of knowledge into program curricula. Complete Matrix 2.1c.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Cross-Cutting Themes					
					Appropriate Use of Technology	Capacity Building	Global Interdependen ce	Resource Development & Sustainability	Wellness	
Demonstrate the use of the internet to delve into family genealogy in order to better understand where personal family events fall in the continuum of history.	FCS 112 American Family History: Change and Diversity	Compile a chronology of family history in essay/timeline form summarizing findings from personal family history research using internet research as well as oral interview techniques; include at least 10 national or international events chronologically within this timeline.	100 % of students completed a chronology of personal family history; 95 % included national or international events chronologically within the paper; 80 % of students used internet appropriately to acquire genealogical material.	Encourage more extensive internet research; provide a protracted list of internet sites; encourage the exchange of information about research sites through small group discussion.	X					
Demonstrate an understanding of issues of diversity and the obstacles, prejudices and stereotypes experienced by those who differ from the dominate societal group as well as being able to identify barriers to efforts to promote diversity.	FCS 300 Leadership Development for Family and Consumer Sciences Professionals	Group exercises identifying steps that can be taken to promote and manage diversity; individual reflection papers discussing why cultural diversity is important, both personally and	85 % of students showed an understanding of the importance of cultural diversity in the workplace.	Focus on the exchange of personal experience regarding the issue of diversity; use workplace scenarios to role-play about how to promote diversity; examine the development of issues of diversity through history and focus on how diversity has impacted society in a		X				

		professionally.		positive way.					
Demonstrate an understanding of the challenges and changes in the various and diverse forms of contemporary parenting	FCS 231: Family Relations	Critical book review; American-Indian, Euro-American, African-American, Middle Eastern-American, Latino(a) culture are specifically addressed in lecture and group presentations.	Approx. 90% of students were assigned to present findings concerning one of the ethnic groups of parents just identified; this material occurs on exams specific to the ethnic groups as well as role plays as parent educators in ethnically diverse settings	In the past, I have often run out of class time. So, a blended approach is necessary, with lecture online before class, saving class time for completing role plays		X			
Understand and describe how adolescent and emerging adulthood development can differ with culture	FCS389.37 – Adolescence and Emerging Adulthood	Traditional exam and in-class, group article reviews	Completed by 100% of students;	Small class size allows ample time for small group to large group discussions; Professor taking training opportunity in Context Mapping (summer, 2010) to better facilitate these discussions		X	X		