

**Template**  
**Degree Program**  
**Assessment of Student Learning Plan**  
Kansas State University

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- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: *College of Human Ecology*  
Department: *Family Studies and Human Services*  
Date: *Early Childhood Education*

**B. Contact Person(s) for the Assessment Plans**

Mary DeLuccie, Associate Professor  
Bronwyn Fees, Associate Professor

**C. Degree Program**

BS Early Childhood Education

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

A. The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of mathematics, science, social studies and the arts;

B. The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within the community;

C. The birth through kindergarten teacher uses a variety of informal and formal strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.

Special rationale for selecting these learning outcomes (optional):

The degree in Early Childhood Education has been redesigned to meet the requirements for teacher licensure Birth through Kindergarten – Unified effective Fall semester 2007. KSDE requires empirical evidence that students have met the 8 standards for licensure; consequently, assessments are embedded in courses to gather this data. Three of these Standards have been selected with slight modification for the Unit's revised Student Learning Outcomes and assessment plan.

Relationship to K-State Student Learning Outcomes

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
<p><b>Proposed:</b></p> <p><i>The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with or without special needs across the content areas of mathematics, science, social studies and the arts.</i></p>	X					
<p><b>Proposed:</b></p> <p><i>The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within the community</i></p>				X		
<p><b>Proposed:</b></p> <p><i>The birth through kindergarten teacher uses a variety of informal and formal strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.</i></p>		X				

Learning Outcome	Measures		Who will be assessed?	Timetable for Assessment	Baseline created	Improvement plan
	Direct	Indirect				
<p><b>Proposed:</b>                      The birth through kindergarten teacher collaborates with the family and other professionals to design a developmentally appropriate and evidenced-based curriculum that meets the unique needs, capabilities, and interests of children with our without special needs across the content areas of mathematics, science, social studies and the arts.</p>	<p><i>Child-Centered, Emergent Curriculum Project (FSHS 544)</i></p>	<p><i>Senior Survey at exit from the university</i></p>	<p><i>Students in FSHS 544</i></p> <p><i>Students graduating with the new degree program.</i></p>	<p><i>Fall and Spring</i></p> <p><i>Fall and Spring</i></p>	<p><i>Pilot instrument 2007-2008</i>  <i>Baseline 2008-2009</i>  <i>Pilot fall 2008-and Spring 2009 with first graduating class with new degree program; baseline fall 2009 and spring 2010</i></p>	<p><i>Faculty will review scores during the fall and spring meetings each year to make modifications to courses as needed.</i></p> <p><i>Senior Survey data will be reviewed each semester from the previous semester.</i></p>
<p><b>Proposed:</b>                      The birth through kindergarten teacher meets the unique needs of children with or without special needs and families within the community</p>	<p><i>Performance Assessment Scores during Student Teaching on the following (FSHS 598)</i></p> <ul style="list-style-type: none"> <li><i>*Perspectives and Preparation</i></li> <li><i>*Learning Environment</i></li> <li><i>*Instruction</i></li> <li><i>*Professionalism</i></li> <li><i>*Relationship with Families</i></li> </ul>	<p><i>Senior Survey at exit from the university</i></p>	<p><i>Students in FSHS 598</i></p> <p><i>Students graduating with the new degree program.</i></p>	<p><i>Fall and Spring</i></p> <p><i>Fall and Spring</i></p>	<p><i>Pilot fall 2007 and spring 2008; Baseline fall 2008 and spring 2009</i></p> <p><i>Pilot questions fall 2008 and spring 2009; baseline fall 2009 and spring 2010</i></p>	<p><i>Faculty will review scores during the fall and spring meetings each year to make modifications to courses as needed.</i></p> <p><i>Senior Survey data will be reviewed each semester from the previous semester.</i></p>
<p><b>Proposed:</b>                      The birth through kindergarten teacher uses a variety of informal and formal strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for children with or without special needs.</p>	<p><i>Administration of a Criterion-referenced/Curriculum-based test for comprehensive evaluation (FSHS 728)</i></p>	<p><i>Senior Survey at exit from the university</i></p>	<p><i>Students in FSHS 728</i></p> <p><i>Students who graduate with the new degree program.</i></p>	<p><i>Fall only</i></p> <p><i>Fall and spring</i></p>	<p><i>Pilot instrument fall 2007; Baseline fall 2008</i></p> <p><i>Pilot fall 2008 and spring 2009; baseline fall 2009 and spring 2010</i></p>	<p><i>Faculty will review scores at the spring meetings each year to make modifications to courses as needed.</i></p> <p><i>Senior Survey data will be reviewed each semester from the previous semester.</i></p>