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Program Assessment

First Name: * Last Name: *
Banner ID: * Email: *

Please select the reporting period this assessment/accreditation work was completed:

*

Please select the type of program you completed assessment/accreditation work for this reporting period:

Note: If changing your initial selection, please refresh this page prior to making a new selection.

*

Please select the program you completed assessment for during this reporting period:

*

Please select the option that best describes the assessment work completed during this reporting period.

- * Only assessed program learning objective(s)
- Only completed other assessment activities (ex. assessment plan, rubrics etc.)
- Assessed program learning objective(s) and completed other assessment activities (ex. assessment plan, rubrics etc.)
- Did not undertake program assessment work

Assessment Activities

Please list the assessment activities (other than the assessment of program learning objectives) completed during this reporting period (assessment plans, rubrics etc.).

*

Please attach the related documents produced as a result of the activities listed in above (mandatory if funding is requested for this work):

Child and Family Studies Program Review 3102023.pdf

Funding

Are you seeking funding for assessment work completed in this report?

You can request a maximum of \$2,000 for this reporting period.

- * Yes
- No

Program Information

Enter the year of the most recent program review. If the program is new, enter the upcoming program review year or enter TBD (to be determined).

*

Insert the URL of the web page where Program Learning Objectives for this program are published:

NECHE requires this as part of being transparent to stakeholders.

*<https://www.framingham.edu/academics/colleges/social-and-behavioral-sciences/education/our-programs/majors/child-and-famil>

Signatures

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James Cressey

Submitter Signature

12/18/2023

Date

Office of Institutional Assessment

Office of Institutional Assessment Only

Institutional Assessment Signature

Date

Child and Family Studies
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Fifth Year Program Review

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A. Introduction:

1. Briefly introduce your department and its degree-granting programs.

Framingham State University's Education Department administers majors in Early Childhood Education, Elementary Education, and Child and Family Studies. It oversees minors in Education and Child and Family Studies. In collaboration with Art and Science Departments, it also oversees minors in Secondary Education.

The Education Department's programs are designed to prepare knowledgeable and skillful professionals who are committed to social justice and service to learners of all ages, families, and communities. The department provides an integrated program of course work and field experiences that support students in making meaningful connections between theory and praxis.

This program review specifically focuses on the **Child and Family Studies** major. New to the department, the major was approved by the Massachusetts Department of Higher Education on January 23, 2018. On January 25, 2018, Commissioner Carlos E. Santiago sent a formal letter to FSU President Javier Cevallos noting, "the Board of Higher Education approved the application of Framingham State University to award the Bachelor of Science in Child and Family Studies."

The Child and Family Studies major prepares students in the areas of two concentrations. (1) Students prepare to work as early childhood educators (ages birth to 8) in the mixed delivery system, including in early intervention, private and public pre-school settings, family child care centers, Head Start, and out-of-school child care settings. (2) They also may prepare to work as community-based educators. Within the Child and Family Studies major, a strong focus is placed on family involvement, family engagement, and collaboration across families, educational settings, and communities. It is recognized that by working together, families, educators, and communities support the holistic development and education of children and can prepare children from varied socio-economic, cultural, and geographic backgrounds for a promising future. Students who complete the Early Education and Care concentration of this major are eligible to apply for their infant, toddler, or preschool teaching certification from the Massachusetts Department of Early Education and Care (EEC). Students also are prepared to assume leadership roles in the field as directors of early childhood centers or as staff with connected state level agencies. Students who complete the Community-Based Education concentration may pursue various educational roles in community-based centers. With both concentrations, students are prepared for graduate studies in connected fields.

In 2021, there were 54 students who declared Child and Family Studies as their primary major. Two students declared Child and Family Studies as their secondary major. Ninety-six percent (52) of these students identified as female. Sixty-three percent (36) of these students identified as first generation. In 2022, there were 50 students who declared Child and Family Studies as their major. In 2022, demographic data indicated that of these 50 students, 6% (3) identified as Asian, 10% (5) identified as non-Hispanic Black, 2% (1) identified as Hispanic Black, 74% (37) identified as non-Hispanic White, and 8% (4) identified as Hispanic/Latino.

In 2022, there also were 23 students who declared Child and Family Studies as a minor. The first majors of these students are depicted in the table below.

First Major of Students Who Minored in Child and Family Studies	Number of Students
American Sign Language	1
Criminology	1
Early Childhood Education	3
Elementary Education	6
English	1
Health and Wellness	1
Political Science	1
Psychology	7
Sociology	2

- List the action items/recommendations that emerged from the last self-study and provide a brief summary of progress made for each action item.**

This is the first self-study being completed for the Child and Family Studies major.

B. Mission, Objectives & Relevance

- What is the program's mission and purpose? (Standard 1.1)**

The mission statement for the Education Department is as follows:

The Department of Education's programs are designed to prepare knowledgeable and skillful professionals who are committed to social justice and service to learners of all ages, families, and communities. We provide an integrated program of course work and field experiences that support students in making meaningful connections between theory and praxis. Our students use reflection, creativity, criticality, and research-based practices in the pursuit of academic excellence for the common good. As the first publicly funded teacher preparation program in the United States, we remain steadfast in the belief that innovative and responsive public education and service are vital to a socially just world.

- Explain whether and how the department reevaluated its current mission since the last self-study.**

Over a span of several years, the Education Department reviewed and reevaluated its existing mission statement. Its new mission statement was finalized in May 2021 and aligns with the department's role in preparing public school teachers, as well as supports the pursuits of students in the Child and Family Studies major. The new mission statement also incorporates a strong social justice focus.

- List the program learning objectives - including knowledge, intellectual/academic skills, methods of inquiry, creative abilities, and values? (Standards 4.2)**

General Objectives

Students will analyze the diverse contexts of children and families in Massachusetts and across the United States.

Students will analyze how racism, classism, ableism, sexism, ageism, heterosexism, and other factors shape the lives of children and families. Students will identify how these are connected to structural systems.

Students will identify and analyze diverse theories of child development.

Students will identify institutions (families, schools, community-based organizations) that work to support the holistic development of children and families.

Students will identify what a policy is and analyze how policies (state and national) shape services provided to children and families.

Students will identify best practices to supporting the learning and development of children (strength-based lens versus deficit lens).

Students will identify best practices to collaboratively working with and supporting families.

Students will develop and implement a research study that focuses broadly on children and families.

Early Education and Care Concentration

Students will identify developmental milestones of infants, toddlers, and preschool children.

Students will describe and illustrate age-appropriate teaching practices for infant, toddler, and preschool children.

Students will analyze director responsibilities for preschool programs.

Community-based Education Concentration

Students will list and explore types of educational programs that are facilitated in community-based settings.

Through an internship, students will participate in and contribute to a community-based educational setting.

6. How does the program's mission and learning objectives align with Framingham State University's and your college's current mission and strategic priorities? (Standard 1.1)

The mission of Framingham State University is to prepare students for productive lives, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century. Established by Horace Mann in 1839 as America's first public teacher preparation school, Framingham State University today offers undergraduate and graduate programs encompassing the arts and sciences and professional studies. Committed to excellence, the Framingham State University learning community comprises teacher-scholars, librarians, students, and staff who promote free inquiry, the respectful exchange of ideas, ethical conduct, and the belief that diversity in its many forms is essential to the educational experience. In an environment that supports active, collaborative learning, students work closely with faculty to engage significant bodies of knowledge and develop their ability to gather and evaluate information, communicate effectively, think critically and creatively, reason quantitatively, and apply information and emerging technologies. At Framingham State University teaching is the primary role of faculty, who engage in their disciplines through instruction, scholarship, and service on

campus and in their professional communities. The University serves as an important educational and cultural center in the MetroWest region of Massachusetts. A Framingham State University education cultivates thoughtful, responsible local and global citizens, prepares students for a career, and positions them for success.

The Child and Family Studies major aligns closely with the university's mission statement. 1) Through engagement in the Early Education and Care concentration, students prepare to become thoughtful and responsible citizens who participate in and serve as teachers and leaders in the profession of Early Education and Care (EEC). 2) Through participation in the Community-based Education concentration, students prepare to contribute to after-school programs, adolescent and adult focused educational settings, hospitals as patient educators, and other. As a result of participating in this major, university students have the opportunity to foster positive, developmentally appropriate, learning experiences for young children, adolescents, and their families who live and thrive in a diverse global community. Students investigate significant bodies of knowledge, learn to think critically and communicate effectively. They engage in active learning and in service work. Graduates of the Child and Family Studies major help meet the significant employment needs of the MetroWest region, and more broadly the Commonwealth of Massachusetts.

7. How does the program examine its relevance using internal and external perspectives, including employers, alumni, advisory boards, peer comparisons, external specialists, corporate partners, community members, graduate schools? (Standard 8.5)

Prior to implementing the Child and Family Studies major, the Education Department completed a needs assessment in 2015 to determine how this major might contribute to the MetroWest region and the Commonwealth of Massachusetts. A survey was distributed to directors and program administrators of Early Education and Care (EEC) centers in the MetroWest area. Fifty-eight center directors/program administrators responded. The needs assessment revealed that 79% of the center directors/program administrators indicated that they have staff in need of a bachelor degree in early childhood education or a related field. Eighty-four percent of the participants further indicated that if Framingham State offered a major in Child and Family Studies that would prepare individuals for the field of early childhood education, that they would refer their staff to this program. In addition, almost 58% of the center directors/program administrators indicated that they had submitted a Quality Rating and Improvement System (QRIS) application. According to the Massachusetts Executive Office of Education, QRIS is a method to assess, improve, and communicate the level of quality in early care and education and after-school settings. One of the standards of QRIS, in particular, focuses on workforce development and professional qualifications. In order for a center to receive a high level ranking, teachers must hold a minimum of a bachelor degree.

An additional needs assessment was distributed to EEC center teachers/assistant teachers in the MetroWest area. Twenty-six responses were received. This data revealed that 56% of the respondents indicated that they would be or may be interested in undertaking a B.S. degree in Child and Family Studies at Framingham State. Respondents were asked what types of support services they would need to pursue this degree. Almost 59% of the respondents indicated that they would need financial assistance. Forty-six percent of the respondents were aware of the

Massachusetts Department of Higher Education’s Early Childhood Educators Scholarship Program.

An important objective of the Child and Family Studies is to continually examine and strengthen the program using internal and external perspectives. During the first semester that the major was implemented, an advisory board was established. The goal of the advisory board was identified as follows:

An advisory board is a body that provides strategic advice to the management of a corporation, organization, or foundation. In this case, this advisory board will provide guidance regarding Framingham State University’s Child and Family Studies major. Guidance could focus on the curriculum of the major, expansion of the major, policies connected to the major, community partnerships, special events, and other. The advisory board will share general experiences connected to the area of “Child and Family Studies,” helping Framingham State University to think broadly and holistically about this major. The input of the advisory board will be written down and shared with other bodies on campus, as appropriate.

Membership of this advisory board will include the program area chair for Child and Family Studies, the Education Department chair, faculty and staff from Framingham State University, student representatives, an alumni representative (as the program evolves), as well as community partners. Advisory board membership is a one-year term, but can be renewed.

The advisory has met once a semester since the implementation of the Child and Family Studies major. Key topics discussed at advisory board meetings are listed below, along with connected action steps.

Major Topics of Discussion	Action Steps	Date
<ul style="list-style-type: none"> - Program Review - Internships - Enrollment 	<ul style="list-style-type: none"> - Formalize Internship Paperwork 	November 15, 2022
<ul style="list-style-type: none"> - Recruitment of First Year Students - Number of Majors and Minors - Curriculum/Special Speakers - Advising - Partnerships - New Membership on Advisory Board 	<ul style="list-style-type: none"> - Move Theory and Practice of Play into Core Courses 	April 8, 2022
<ul style="list-style-type: none"> - Updates on Major - Future Goals 	<ul style="list-style-type: none"> - 	November 10, 2021
<ul style="list-style-type: none"> - Second Concentration for Major is Community-based Education - Updates from Community-based Partners 	<ul style="list-style-type: none"> - Second Concentration Vetted and Approved by Governance - Listen to Actions Taking Place in Metrowest Agencies, Promote Collaboration 	April 22, 2021

<ul style="list-style-type: none"> - Develop/Finalize New Courses for Second Track of Child and Family Studies Major 	Develop Following Courses <ul style="list-style-type: none"> - Community-based Education - Play Course - Internship Course 	October 21, 2020
<ul style="list-style-type: none"> - Develop Child and Family Studies Survey - Development of Second Track for Child and Family Studies major - Strengthen Connections with Community Colleges 	<ul style="list-style-type: none"> - Implement and Review Child and Family Studies Survey Results - Discuss Second Track with Education Department, Develop Logs, Present to Governance Committees - Visit Community Colleges to Share Information about CFST Major 	April 1, 2020
<ul style="list-style-type: none"> - Discussion of Teaching in Major - Strengthen Connections with Community Colleges - Develop Internship Course 	<ul style="list-style-type: none"> - Strengthen Connections with Community Colleges with Visits - Develop Internship Course 	November 13, 2019

8. Self-Appraisal of Section B

The Education Department has thought carefully and strategically about its mission statement. The mission statement highlights the department's work with public school teachers, as well as with those entering teaching in private early education centers and in community-based programs.

Prior to developing the Child and Family Studies major, the Education Department conducted needs assessments in the MetroWest area of Massachusetts to determine the need for a Child and Family Studies major. Through the Child and Family Studies advisory board, the program has heard from community experts and considered how new undertakings shape the field.

An area for growth is to continue to evaluate the objectives for the Child and Family Studies major. A spring 2023 retreat is planned for the Child and Family Studies major. This is one of the undertakings that will occur at this retreat.

C: Curriculum, Rigor & Coherence: Using the program curriculum map and the four-year/two-year completion plan as the basis, reflect on the following prompts:

9. **How do the goals, structure, and content of the program, as well as instructional methods, demonstrate the coherence of the program and assure breadth, depth, and synthesis of learning? (Standards 4.3 and 4.13)**

The Child and Family Studies major includes a set of core courses and two concentrations. One concentration is in Early Education and Care and the other is in Community-based Education. Students are required to select one of these concentrations as part of their studies.

Required Core Courses (8 courses):

CFST 118 Child, Family, School, and Community: Connections and Collaborations

CFST 212 Disability in Society

CFST 390 Special Topics in Child and Family Studies

CFST 440 Research in Child and Family Studies

EDUC 205 Equity in Educational Settings

EDUC 305 Educational Policy

PSYC 200 Psychology of Development or PSYC 201 Child Development

SOCI 212 Sociology of Families

EARLY EDUCATION AND CARE, BIRTH – 8 (UFCE)

Courses Focused on Curriculum and Administration of EEC Settings Required Concentration Core (4):

CFST 301 Infant and Toddler Curriculum

CFST 311 Pre-school Curriculum: Language Development and Early Literacy

CFST 312 Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art

CFST 405 Administration and Leadership of Early Education and Care Settings

COMMUNITY-BASED EDUCATION (UFCC)

Required Concentration Core (4):

CFST 321 Theory and Practice of Play

CFST 333 Community-based Education

CFST 495 Internship in Child and Family Studies

Choose One (1) of the following:

CFST 490 Independent Study in Child and Family Studies

EDUC/SOCI 350 Education and Social Change

PSYC 212 Adolescent Psychology

PSYC 231 Adult Development

PSYC 271 Principles of Behavior Modification

SOCI 255 LGBTQ Communities in the United States

SOCI 306 Nonprofit Giving

SOCI 325 Health and Illness

SOCI 333 Society, Mental Health, and the Individual

SOCI 366 Death and Dying

Through the required Child and Family Studies courses, students receive an integrated and holistic approach to this field. They receive a broad over-view to working with children, families, schools, and communities in CFST 118: Child, Family, School, and Community: Connections and Collaborations. In one of the more advanced courses, CFST 440 Research in Child and Family Studies, students draw from the information they learn in their CFST courses and design and implement a research study related to children and families. In their selected concentrations, they also engage in advanced studies related to those focus areas.

(One proposed curriculum change to the major was vetted in governance during the 2022-2023 academic year. The proposed change was to move CFST 321 Theory and Practice of Play into the core courses. CFST 390 Special Topics in Child and Family Studies then was moved out of the core course area and into the Community-based Education track as an elective.)

10. How are students provided with(a) opportunities to develop a solid foundation in a discipline or clearly articulated interdisciplinary program, (b) an understanding of theory and methods, and (c) in-depth study in one or more areas of specialization? (Standard 4.13)

A set of core courses in the Child and Family Studies major provides students with introductory information to the field, as well as with diversity of perspectives about the topics that are covered. Once students move into a concentration area in the major, they are provided with advanced opportunities to study theory and methods related to that area. One concentration, Community-based Education, requires an internship experience.

Child and Family Studies is an interdisciplinary major. Required courses come from the disciplines of Education, Sociology, Psychology, and Child and Family Studies.

11. How are students in the program provided sequential opportunities to learn important skills and understandings? (Standards 4.12 and 4.14)

The Child and Family Studies major provides sequential opportunities for students to learn skills and understandings. Students commence the major with a course in CFST 118 Child, Family, School, and Communities: Connections and Collaborations. This introductory course exposes students to the diverse contexts of children, families, schools, and communities in the United States. Attention is given to the connections between these institutions and how they can be utilized to support the learning and development of children. The roles of professionals who work in schools and community-based organizations also are explored. This introductory course is followed by core courses such as CFST 212 Disability in Society, EDUC 205 Equity in Educational Settings, PSYC 200 Psychology of Development or PSYC 201 Child Development which build on this introductory knowledge, and SOCI 212 Sociology of Families.

Students pursue a concentration in either Early Education and Care or Community-based Education. These concentration courses provide students with in-depth opportunities to learn important skills and understandings related to their focus areas. Faculty who teach these courses arrange for professionals from the field to visit their classes as guest speakers. Field trips are arranged to community agencies and organizations in the MetroWest region. In addition, visits, observations, and activities are initiated with the on-campus early childhood centers or with community-based organizations.

Below is a list of guest speakers who visited CFST courses, as well as field trips and learning opportunities that were organized to support student learning, during the fall 2022.

CFST 118: Child, Family, School, and Community: Connections and Collaborations

Guest Speakers

10/17/2022 - OUT Metrowest, Ricky Saucedo, Program and Outreach Manager

10/19/2022 - Head Start, SMOC, Lesley Kinney, Director

10/26/2022 - Grafton Public Schools, Frank Rothwell, Director of Human Resources

11/2/2022 - Autism Alliance Metrowest, Allison Daigle, Director

Campus Resources

11/14/2022 – Career Services, JoAnne Amann

Campus Engagement

11/16/2022 – Learning Activities with Early Childhood Centers (Focused on City of Framingham)

CFST 212: Disability in Society

10/13/2022 - Newton Early Childhood Program, Kathleen Browning, Director

11/7/2022 – Newton Early Childhood Program, Alex Burns, Behavior Therapist

11/2022 – Criterion EI, Sandy Brown

11/30/2022 - National Education for Assistance Dog Services and Dogs for Deaf and Disabled Americans (NEADS), Kattie Hanna and Katy Ostroff, Client Services

12/5/2022 – The Price Center, Madeline Avilés-Hernández, CEO

CFST 301: Infant and Toddler Curriculum

Students conducted observations of infant and toddler rooms in the Framingham community such as at A Circle of Friends and Little Acorns.

CFST 311: Pre-school Curriculum: Language Development and Early Literacy

Students visited the Pelham Lifelong Learning Center to conduct story time with the families. Students prepared stories, fingerplays, and songs (and in English and Spanish) for families living in the Pelham and Framingham community.

During students' junior or senior years, students also take CFST 440: Research in Child and Family Studies. This advanced course requires students to design and implement a research study related to an area of interest in the field of Child and Family Studies. Students have researched a variety of topics. The studies below were implemented by students during the spring 2022.

Student 1	Investigation of Digital Documentation in the Preschool Classroom
Student 2	Therapy Dog Visitation Impacts on Hospitalized Children Through the Perspective of Child Life Specialists
Student 3	The Impact of Medical Oriented Toys, Electronics and Therapeutic Play Have on Children Who Are Admitted to the Hospital?
Student 4	How Teachers Assign Technology Use for Students in Elementary Schools
Student 5	Investigating The Challenges of Becoming a Childcare Center Director
Student 6	Social Medias Effects on Anxiety in 14-18 Year Olds
Student 7	Adult Children of Family Members with Substance Abuse
Student 8	Medical Professional's Reflections on Children with Sickle Cell Disease
Student 9	The Struggle of a Pandemic from the Perspective of Special Education Teachers
Student 10	The Social Emotional and Academic Effects of COVID-19 on Elementary Students From the Perspective of Elementary Teachers
Student 11	Early Effects in Education Due to COVID-19
Student 12	COVID-19's Effect on High School Students Transition to College
Student 13	Nannies as the New Form of Child Care: From the Perspective of High-Profile Nannies
Student 14	The Positive Affects Child Life Specialists Have on Children and Their Families Through the Eyes of a Child Life Specialist
Student 15	Services Provided to Children in Foster Care and Challenges they face through the perspective of Speech Pathologist
Student 16	The Disparities in Childcare Opportunities, and Ideas for a More Equitable Tomorrow
Student 17	How College Students Cope with Childhood Trauma
Student 18	What are the Challenges and Rewards a School Adjustment Counselor Experience in This Newer Profession?
Student 19	The Learning and Development of Young Children During COVID-19
Student 20	COVID-19 Effects on Social Worker's Interactions with Families

[This link](#) connects to the abstracts/posters for the students' research studies.

12. Specifically, how does the program curriculum integrate with the general education curriculum? (Standards 4.16 and 4.17)

Child and Family Studies is an interdisciplinary major and includes Education, Psychology, Sociology and Child and Family Studies courses. One required course for the major, Sociology 212 Sociology of Families, meets Domain III C Global Competency, Ethical Reasoning, and/or Human Diversity of the general education requirements for students in the major. Three other courses, CFST 118 Child, Family, School, and Community: Connections and Collaborations and PSYC 200 Psychology of Development or PSYC 201 Child Development, also meet general education requirements for students who are not in the

major. Students who do not pursue Child and Family Studies as their major may take these courses and receive general education credit.

13. Does the number of courses in the four-year/two-year completion map require substantial work at the advanced undergraduate levels (300-400 level), with appropriate prerequisites? (Standard 4.14)

There are several courses in the Child and Family Studies major that require substantial work at the advanced undergraduate level. As part of the core course area of the Child and Family Studies major, all students must complete CFST 440: Research in Child and Family Studies. In this advanced course, students learn about research methods and develop and implement a study that is broadly related to children and families. Students are required to present their findings at the on-campus undergraduate research and creative activities conference with CELTSS.

When students enter the concentration areas of the Child and Family Studies major, they also pursue advanced course work.

EARLY EDUCATION AND CARE, BIRTH – 8 (UFCE)

Courses Focused on Curriculum and Administration of EEC Settings Required Concentration Core (4):

CFST 301 Infant and Toddler Curriculum

CFST 311 Pre-school Curriculum: Language Development and Early Literacy

CFST 312 Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art

CFST 405 Administration and Leadership of Early Education and Care Settings

COMMUNITY-BASED EDUCATION (UFCC)

Required Concentration Core (4):

CFST 321 Theory and Practice of Play

CFST 333 Community-based Education

CFST 495 Internship in Child and Family Studies

Choose One (1) of the following:

CFST 490 Independent Study in Child and Family Studies

EDUC/SOCI 350 Education and Social Change

PSYC 212 Adolescent Psychology

PSYC 231 Adult Development

PSYC 271 Principles of Behavior Modification

SOCI 255 LGBTQ Communities in the United States

SOCI 306 Nonprofit Giving

SOCI 325 Health and Illness

SOCI 333 Society, Mental Health, and the Individual

SOCI 366 Death and Dying

14. Reflect on how the program curriculum is inclusive to ensure students (Standard 5.12): a. Learn diverse perspectives and are able to see diverse voices in the curriculum. b. Utilizes open educational resources. c. Will be exposed to multiple and varying perspectives.

Diversity of perspectives are incorporated into the Child and Family Studies curriculum. This is demonstrated first with the interdisciplinary nature of the major. Not only do students take Child and Family Study courses, they also take required courses in Education, Sociology, and Psychology.

Diversity of perspectives also are incorporated into course topics. For example, in CFST 212 Disability in Society, students explore the medical and social models of understanding disability, examining media representations of people with disabilities that reinforce harmful stereotypes, as well as those promoting disability as a natural, normal feature of human diversity. Students examine the intersectionality of ableism with racism, xenophobia, sexism, heterosexism, trans discrimination, and other identity-based forms of oppression. Through an investigation of family systems, students learn about the experiences of parents of disabled children and children of disabled parents

In EDUC 205 Equity in Educational Settings, students review current issues and research related to race, class, culture, language, and other social factors in schools across the United States. The concept of intersectionality is used to look across these factors in order to explore ways in which these issues impact groups in different ways within the P-12 educational system.

Open educational resources also are utilized in many of the courses. In CFST 118: Child, Family, School, and Community, for example, students study analyze research reports from the Children's Defense Fund. In CFST 440 Research in Child and Family Studies, open educational resource textbooks are utilized. In most Child and Family Studies courses, faculty seeks accessible resources to support course learning experiences.

Framingham State University further is a member of the ROTEL team in Massachusetts that aims to remix and develop accessible, intentionally inclusive Open Educational Resources (OER). Remixing Open Textbooks through an Equity Lens (ROTEL) is a grant-funded program that provides monetary incentives for faculty at six Massachusetts public institutions to create free open educational resources (OER) textbooks and adaptations of existing open textbooks using an equity and inclusion lens, which will result in significant savings for students.

The six participating institutions are:

- Fitchburg State University
- Framingham State University
- Holyoke Community College
- Northern Essex Community College
- Salem State University
- Springfield Technical Community College.

The Massachusetts Department of Higher Education (DHE) also is a partner.

15. How do program course requirements align with mission and articulated program learning objectives? (Standard 4.19)

The course requirements for the Child and Family Studies major align with the Education Department's mission statement and with the CFST articulated learning objectives.

CFST Learning Objectives	Connected Courses
General Objectives	
Students will analyze the diverse contexts of children and families in Massachusetts and across the United States.	CFST 118 CFST 212
Students will analyze how racism, classism, ableism, sexism, ageism, heterosexism, and other factors shape the lives of children and families. Students will identify how these are connected to structural systems.	CFST 118 CFST 212 CFST 405 EDUC 205 EDUC 305 PSYC 200 or 201 SOCI 212
Students will identify and analyze diverse theories of child development.	PSYC 200 or 201, CFST 301, CFST 311, CFST 312, CFST 405
Students will identify institutions (families, schools, community-based organizations) that work to support the holistic development of children and families.	CFST 118 CFST 212 CFST 405
Students will identify what a policy is and analyze how policies (state and national) shape services provided to children and families.	EDUC 305 CFST 405
Students will identify best practices to supporting the learning and development of children (strength-based lens versus deficit lens).	CFST 118 CFST 212 CFST 311 CFST 405 EDUC 205 PSYC 200 or PSYC 201
Students will identify best practices to collaboratively working with and supporting families.	CFST 118 CFST 311 CFST 405
Students will develop and implement a research study that focuses broadly on children and families.	CFST 440
Early Education and Care Concentration	
Students will identify developmental milestones of infants, toddlers, and preschool children.	CFST 301 CFST 311 CFST 312
Students will describe and illustrate age-appropriate teaching practices for infant, toddler, and preschool children.	CFST 311 CFST 312 CFST 405

Students will analyze director responsibilities for preschool programs.	CFST 405
Community-based Education Concentration	
Students will list and explore types of educational programs that are facilitated in community-based settings.	CFST 333
Through an internship, students will participate in and contribute to a community-based educational setting.	CFST 495

16. How does the program afford students adequate opportunities to pursue areas of interest through unrestricted electives? (Standard 4.14)

A strength of the Child and Family Studies major is that students have 10 free electives that are built into their studies. This allows students to pursue areas of interest outside of the major. By the time the students reach their senior year, all students have declared one or more minors or a coordinator/double major. Popular minors that students pursue are Psychology, Sociology, Education, and Diversity Studies. A smaller number of students have pursued minors in Business Administration, English, Spanish, and Art. On occasion, some students have declared a double/coordinate major. Double/coordinate majors have been pursued in American Sign Language, Business, Early Childhood Education, and Elementary Education.

During 2022-2023, there were 18 senior students enrolled in Child and Family Studies. The chart below highlights the minors or coordinate/double majors they pursued.

Academic Year 2022-2023

	Major 1	Major 2	Minor 1	Minor 2
Student 1	Child and Family Studies		Business Adm.	
Student 2	Child and Family Studies		Diversity Studies	
Student 3	Child and Family Studies		Education	
Student 4	Child and Family Studies		Education	
Student 5	Child and Family Studies		English	
Student 6	Child and Family Studies		Psychology	Sociology
Student 7	Child and Family Studies		Psychology	Education
Student 8	Child and Family Studies		Psychology	
Student 9	Child and Family Studies		Psychology	Sociology
Student 10	Child and Family Studies		Psychology	Sociology
Student 11	Child and Family Studies		Sociology	Psychology
Student 12	Child and Family Studies		Sociology	Education
Student 13	Child and Family Studies		Sociology	Psychology
Student 14	Child and Family Studies		Sociology	
Student 15	Child and Family Studies		Sociology	
Student 16	Child and Family Studies	Early Childhood		
Student 17	Child and Family Studies	Elementary and Honors Program		

Student 18	Child and Family Studies	Early Childhood		
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17. For a program providing professional training: discuss how the program assures an effective relationship between the curriculum and good practice in the field. (Standard 4.19)

The Child and Family Studies major has two concentrations. One is in Early Education and Care (EEC) and the other is in Community-based Education. Students who pursue the Early Education and Care (EEC) concentration take PSYC 200 Psychology of Development or PSYC 201 Child Development, CFST 301 Infant and Toddler Curriculum, CFST 311 Pre-School Curriculum: Language Development and Early Literacy, CFST 312 Pre-School Curriculum: Integrating Math, Science, Social Studies and CFST 405 Administration and Leadership of Early Education and Care Settings. These courses prepare students for certification with the Department of Early Education and Care. Framingham State's on-campus early childhood centers offer a space where students can conduct practice lessons or connected activities. Some Child and Family Studies' students also arrange for their work study positions to take place at the early childhood centers.

Students in the community-based education concentration take CFST 333 Community-based Education, CFST 495 Internship and two courses from a list of selections. The internship (selected by the students), is a means to observe strong practices in the field. During the spring 2023, internship placements were secured with:

	Name of Placement for Internship
Student 1	Criterion Early Intervention
Student 2	Criterion Early Intervention
Student 3	Hemenway School, Framingham
Student 4	Little Stars Daycare
Student 5	SMOC
Student 6	Little Footprints in the Sand Early Childhood Center
Student 7	Kaleidoscope Family Services
Student 8	Early Childhood Center
Student 9	Potter Road School, Framingham

In most courses, guest speakers also are brought into Child and Family Studies classes. These guest speakers further expose students to good practice in the field. Field trips to local community agencies and organizations in the MetroWest region also are arranged.

18. Self-Appraisal of Section C

A strength of the Child and Family Studies major is that there is room in the students' programs of study (free electives) to pursue a double major or a minor. All CFST students to date have taken advantage of this opportunity.

The curriculum that students pursue in the Child and Family Studies major allows them to be exposed to a diversity of perspectives about issues shaping children and families.

Another strength of the Child and Family Studies major is that there is a strong link between curriculum and good practice in the field. This happens through the guest speakers that are invited to CFST courses and through engagement activities with the surrounding community.

D. Student Success: Using the program enrollment, retention, and graduation rates for the past five years, reflect on the following prompts:

19. How are students provided with the information and guidance they need to attain degree completion in four/two years? (Standards 4.31, 5.2, and 5.3)

Upon admission and/or entrance to the Child and Family Studies major, each student has an individual appointment with either the Education Department Chair, the Child and Family Studies Program Area Chair, or both faculty members. Students' prior coursework are reviewed, including transfer courses, general education courses, and major requirements already completed. Faculty then help the student map out a program of study. Some transfer students are able to successfully complete the major within just four semesters. Students can obtain the major worksheet and sample four-year completion plan on the FSU website. These documents are updated in collaboration with the Advising Center and the Registrar's Office on a regular basis. Other documents, such as those used during an information session held in 2021, have introduced students to the new concentration in Community-Based Education. Students have been provided with guidance about that new concentration, and how long it will take them to complete it, as well. Through ongoing faculty advising, each student is provided with the guidance they need to attain degree completion on a timeline that works best for them.

20. Provide a brief analysis of the enrollment, retention, licensure pass rates, and graduation rate trends since your last self-study.

Since the major's establishment, enrollment has ranged between 10 students in Fall 2018, 44 students in Fall 2019, 63 students in Fall 2020, 54 in Fall 2020, and 50 in Fall 2022. As of January 2023, Argos records show an enrollment of 63 students, showing that the major has returned to the same level of higher enrollment seen in Fall 2020. These data show a 3-year increase in enrollment from 2019 to 2022 of 14%. Within the new Community-Based Concentration, we have seen growing enrollment that has now reached 15 students as of February 2023 (up from 6 students in February 2022, more than doubling in size in one year).

Retention and graduation rates for this program are limited due to the fact that the major is still relatively new. Graduation rates for first-time, full-time students as determined by Institutional Research are only available going back to the cohorts of FSU students who began in Fall 2016, predating this major. That office was also not able to provide rates for transfer students, students who may have changed their major to Child and Family Studies from another major, nor part-time students.

Retention data were provided for first-time, full-time students returning in subsequent fall semesters. These data are also limited by very small numbers of students. All 4 were retained from 2018 to 2019, all 5 were retained from Fall 2019 to Fall 2020, and 2 out of 5 were retained in the major from Fall 2020 to Fall 2021. Again, these data do not reflect some of our students as they might be transfer students, part-time students, those for whom Child and Family Studies is the second major, or those who have changed from another major into the major in Child and Family Studies.

21. What has/can your program do to increase (a) recruitment and (b) retention of first-time, full-time students and (c) graduation of students?

(a) A focus of the Education Department's recruitment of first-time, full-time students has been to connect with high schools that have a focus on early childhood education, such as Framingham High School. Recent collaborations have focused on the FHS program and opportunities that may include dual enrollment coursework and internships for high school students here on campus in the Centers for Early Childhood Education. MassBay is also part of this initiative, therefore some students likely will attend MassBay first and transfer to FSU for the Child and Family Studies Major. Others will come directly to FSU as first-time, full-time students.

To grow further, the Education Department and Admissions Office can connect with more high schools that have students already working with young children in early childhood education coursework and internships, providing them information about this major and the various pathways they can take towards their career goals. With the new Community-Based Education concentration, there are many career pathways that high school students can take via FSU and this major.

22. How does the program disaggregate and analyze data points, in questions 11 and 12 above, with an eye toward equity and inclusion?

The Education Department demonstrates a commitment to equity and inclusion and makes efforts to improve our practices through deeper analyses and reflection on student data for this purpose. Using an Argos course grade and GPA report that the Education Department requested from IT, we are able to disaggregate student performance by demographic variables as shown in the table below:

<i>Student Demographic</i>	<i>Average Cumulative GPA</i>
White and Non-Hispanic/Latino (n=38)	3.21
Hispanic/Latino (n= 9)	2.77
Black or African-American (n=6)	2.57
Asian (n=3)	3.21

Further analysis can examine specific courses in which students are struggling and if there are ways to improve equitable outcomes for students. The data set also allows us to examine how many students are completing a minor or second major, or are in the honors program, where there are also some differences across demographics. To strengthen retention and success for students from minoritized and underrepresented groups, the department engages faculty members in frequent discussions and encourages professional growth and development related to antiracism and culturally and linguistically sustaining practices. A committee of department members was formed (Racial Equity Policy Committee) to foster departmental progress in this area.

23. What do you know about how students from your program utilize support services like CASA, Counselling, and Career Services to promote their own success?

Students are made aware of resources, such as CASA, Counseling, and Career Services, through course syllabi and advising each semester. Individual students are directed to access these services when

specifically indicated by their goals and needs. Starfish calendar data show that 7 students in the major have scheduled Career Services appointments for various purposes (internship search, resume coaching, and mock interviews). Students in the CFST 495 Internship course will also have the opportunity to complete a resume coaching or mock interview with Career Services as one of the course assignments this semester.

Students also have access to valuable supports through the university's Starfish tool. Starfish is a centralized data and communication platform that instructors, advisors, and other staff can use to raise a "flag" in a student's account based on an area of concern such as attendance or grades. They can also raise positive "kudos" alerts. The alerts are emailed to the student as well as all of their "network" such as faculty and staff advisors, chairs and program coordinators, and when relevant, staff members in disability/access services, athletics, and veteran's affairs. Students can also use Starfish to easily schedule appointments with any of their advisors or support team members. When students are in crisis or at greater risk, faculty and staff can make referrals to the Student Assistance Team through another online platform. This triggers an SAT case manager such as someone from the Dean of Students' office to reach out to the student and connect them with needed supports such as counseling, financial or housing supports, and more.

While sample sizes were very small (n=3 in both 2021 and 2022), the exit survey results also showed evidence that students access these services. CASA was accessed by 100% of respondents in 2021 and 33% of respondents in 2022. Career Services was accessed by 33% of respondents in 2022 only. Counseling Center services were accessed by 33% of respondents in 2021 and 66% of respondents in 2022. See Appendix.

24. Describe the opportunities the department/program provides to students for:

a. Engaging with faculty in research and creative activities. (Standard 6.20)

A required course in the major is CFST 440 Research in Child and Family Studies. This course, often taken by juniors or seniors close to the end of their program of study in the major, requires each student to design and conduct their own research on a topic of their choosing. Each student receives individual guidance from the instructor and is mentored through the research process. At the end of the semester, the students present their research findings.

Students in the honors program, or others who elect to take an independent study course, have additional experience with collaboration with a faculty member on a research activity. The honors thesis involves an intensive semester-long process with 1:1 meetings and guidance across the stages of the research. One recent honors thesis in the Child and Family Studies major examined the use of therapy dogs in hospitals and the outcomes for both children and families.

A major assignment for the CFST 405 Administration and Leadership in Early Education and Care settings requires students to design an early childhood center meeting state and national licensing and accreditation standards. This assignment requires students to build a business model, develop personnel policies and hiring guides for the staff, outline curriculum based on developmentally appropriate practices for infants, toddlers, preschool classrooms, and design marketing materials and plan for the operation of the center. At the end of the semester, students present their center plans to classmates.

This assignment fulfills a requirement for Director I or II certification from the Department of Early Education and Care.

b. Exploring regional career paths and opportunities and making graduate program decisions. (Standard 6.19)

Career and graduate program exploration is a strong emphasis of the Child and Family Studies major, achieved by various strategies. Guest speakers and readings in individual courses are designed to target these needs. Advising discussions often focus on these topics in 1:1 formats. Events such as panel discussions and webinars have also been held to raise awareness about options across many fields and disciplines connected to the major.

The introductory course, CFST 118 Child, Family, School, and Community, emphasizes many of the various fields that students might pursue, including early intervention, early childhood education, special education, school counseling, social work, psychology, occupational therapy, speech and language pathology, family therapy, and community-based education. These careers are explored again in CFST 212 Disability in Society, as well as CFST 495 Internship, and other courses.

An opportunity for growth is the Child Life Specialist field, which students often ask about. Faculty have held information sessions with FSU alumni in that field, so that students can learn about internships, graduate programs, and career trajectories. If FSU were to create a more intentional pathway leading to this credential at the undergraduate level, we believe that we could draw students to FSU for the Child and Family Studies major and Child Life Specialist credential, as there are so few programs in the field, and even fewer that are local, affordable, and can be earned at the undergraduate level.

Exit survey results showed that 100% of respondents in 2021 and 2022 were satisfied or highly satisfied with the guidance they received from faculty and advisors in this area (see Appendix).

c. Civic engagement, service learning, internships, or other professional engagement or community involvement. (Standards 6.17 and 6.20)

These areas are significant strengths of the Child and Family Studies major, in which many of the courses have included service learning, civic engagement, field trips, and guest speakers from the community. A cornerstone of this work is the collaborations that take place each semester in our on-campus Centers for Early Childhood Education. Our majors have observed and co-taught many lessons with the children there, receiving mentoring from the teachers and director Valerie Hytholt, who also teaches one of the courses in this major at times. Dr. Laura Hudock has facilitated a semester-long assignment in one course that requires students to write puppet shows that teach lessons connected to the curriculum frameworks, and then lead those shows in the preschool classrooms here on campus.

Another recent example is Dr. Chu Ly's participation in the summer 2022 Community-Engaged Teaching Institute, followed by implementation of several new opportunities in her courses, CFST 301: Infant and Toddler Curriculum and CFST 311: Pre-school Curriculum Language Development and Early Literacy, in Fall 2022. Dr. Ly facilitated off-campus visits by her students to several model programs across Framingham, in which they observed lessons, read to children, and spoke with staff members at A Circle of Friends and Little Acorns as well as Pelham Lifelong Learning Center. Dr. Kelly Kolodny infused community involvement into a special topics course focused on nature education, bringing students on field trips to the Warren Center, Garden in the Woods, and bringing in guest speakers from the

Massachusetts Audubon Society and Sudbury Valley Trustees. Dr. James Cressey also integrated off-campus engagement into his Disability in Society course, bringing students to BLOCKS preschool in Framingham to learn about inclusive practices. Ms. Hytholt invites Ms. Noelle McCullough, a MA Early Education and Care state licensor, to CFST 405: Administration and Leadership in Early Education and Care Settings each time the class is offered to speak about the statewide trends in early childhood education and care, statewide regulations and policies for administration of childcare programs, and the licensing process and regulatory compliance.

25. Self-Appraisal of Section D

Faculty who teach in the Child and Family Studies major work strategically to connect the students with community agencies and organizations through community speakers, field trips, experiential learning opportunities, and internships. Throughout their courses, students learn about future career paths and graduate school opportunities. Child and Family Studies faculty write letters of recommendation for students as they apply for professional positions and graduate school.

Faculty who teach in the Child and Family Studies program will benefit from meeting regularly to discuss data connected to the program. In addition, to increase recruitment, visits to local high schools and community colleges should be undertaken. The challenges surrounding this important activity are building in the time, around set teaching schedules, advising, committee work, and research, to conduct these visits.

E. Assessment & Planning: Using the annual program assessment reports and results from the undergraduate exit, academic advising, and alumni surveys, reflect on the following prompts:

26. How are the quality of student learning and creative achievement systematically assessed at the program level? (Standards 4.3, 4.45, 4.46, 4.49, 6.10, 6.11, 6.15, 6.16, 8.3, 8.4)

The quality of student learning and creative achievement are assessed through course completion grades, student evaluations of courses, and exit surveys. These metrics are reviewed to examine student learning and achievement at the program level. The Chair of the Education Department has access to all of these materials and the Program Area Chair for Child and Family Studies has access to student data reports and degree audits.

Systematically assessing student learning and creative achievement is an area that the Child and Family Studies program needs to undertake additional work. For example, the program would benefit from developing an assessment map and determining what assessments (course assignments) will occur systematically at the beginning of the program, mid-point, and near program completion. These assessments, and review of them, further will help with the examination of student learning and achievement.

27. Summarize and analyze the results from the direct assessment of student learning (classroom assignments, tests, etc.) conducted since the last self-study.

The Child and Family Studies program will begin to develop a curriculum map with connected assessments during a spring 2023 retreat. One possibility is to have an introductory assessment in CFST 118: Child, Family, School, and Community: Connections and Collaborations. One possible assessment would be for the students to conduct an interview with a professional from a community agency or

organization, gather information about their work with children and families, and report on unique contexts of this work, rewards and challenges. Students then would undertake an assessment towards program completion in CFST 440: Research in Child and Family Studies. This would be their individual research study which is focused on children and families.

28. Summarize and analyze the results from the indirect assessment of student learning (including surveys, focus group discussions) conducted since the last self-study.

Indirect assessment of student learning occurs on a consistent basis with the Child and Family Studies major. Faculty who teach CFST courses assess student learning during each of their classes. Faculty review learning objectives for lessons (at the start and end of lessons) and ask students if learning objectives were met. Faculty utilize exit tickets to gauge student learning and other types of formative assessments. During the mid-point of a course semester, many faculty members ask students to anonymously share information regarding what is going well in a course, as it relates to student learning, and where students might need greater clarity or additional information. Indirect assessment of student learning occurs consistently within the Child and Family Studies major.

29. How do faculty systematically participate in the regular assessment cycle of student learning objectives at both the course and programmatic levels?

Faculty participation in assessment of student learning at the course and programmatic levels for the Child and Family Studies major has occurred in department meetings and at advisory board meetings. This is an area that the Education Department needs to strengthen as it pertains to the Child and Family Studies major. One idea is to hold a mini retreat in the fall each year to discuss student learning and assessment. In the spring semester each year, the Education Department then would coordinate a half-day retreat. The department will plan to hold its first half-day retreat in May 2023.

30. How does the department systematically utilize the results from direct and indirect assessments and program review to (a) improve the program and render it more relevant to students' needs and (b) improve teaching and learning? (Standards 5.8, 5.20, 8.1, 8.4, 8.5) (Standards 2.6, 4.6)

The Education Department utilizes results from direct and indirect assessments to improve the Child and Family Studies major, improve teaching and learning, and make the major relevant to student needs.

First, the Education Department reviews student achievement through analysis of course completion grades. Concerns might arise if a large number of students are not achieving success in a specific course or courses. An analysis of course grades for all students in the Child and Family Studies major for academic year 2022-2023 suggests that the students have been successful in the CFST courses they have completed to date.

CFST 118: Child, Family, School, and Community: Connections and Collaborations	
Course Grades	Number of Students – 40
A	14
A-	8
B+	8
B	6
B-	2
C+	0

C	1
C-	1

CFST 212: Disability in Society	
Course Grades	Number of Students - 28
A	18
A-	2
B+	0
B	2
B-	1
C+	1
C	4
C-	0

CFST 301: Infant and Toddler Curriculum	
Course Grades	Number of Students - 21
A	10
A-	6
B+	2
B	1
B-	0
C+	1
C	1
C-	0

CFST 311: Pre-school Curriculum: Language Development and Early Literacy	
Course Grades	Number of Students – 24
A	13
A-	3
B+	2
B	3
B-	0
C+	3
C	0
C-	0

CFST 312: Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art	
Course Grades	Number of Students - 14
A	6
A-	5
B+	0
B	0
B-	1

C+	0
C	1
C-	0
F	1

CFST 390 Special Topics in Child and Family Studies	
Course Grades	Number of Students - 16
A	12
A-	3
B+	1
B	0
B-	0
C+	0
C	0
C-	0

CFST 405: Administration and Leadership of Early Education and Care Settings	
Course Grades	Number of Students - 8
A	1
A-	4
B+	0
B	2
B-	0
C+	0
C	0
C-	0
D-	1

CFST 440: Research in Child and Family Studies	
Course Grades	Number of Students - 6
A	2
A-	2
B+	1
B	0
B-	1
C+	0
C	1
C-	0

Second, Child and Family Studies' students are assessed through exit surveys regarding their experiences with the program. Unfortunately, the response rates for these surveys have been low. In 2022, 3 out of 17 (18%) graduating seniors in Child and Family Studies completed the survey. A score of 100% was received in each of the categories below.

- How satisfied were you with your overall experience within your major
- Availability of faculty
- Quality of teaching
- Academic advising
- Availability of classes
- Faculty concern for your academic progress
- Writing preparation
- Connections between your major and General Education courses
- Career preparation and guidance from advisors and faculty

Exit survey results are reviewed each year. The Education Department is hopeful that larger response rates will be obtained with the exit surveys.

31. Self-Appraisal of Section E

The Child and Family Studies major has strong assessments built into individual courses that faculty analyze to support student learning. The Child and Family Studies major needs to develop a formal assessment plan which will include assessments at the beginning, mid-point, and end of the program. This will be started during a spring 2023 retreat.

F. Faculty Quality & Productivity: Using faculty CVs, teaching, research and creative work, and service productivity, grants and awards, professional certifications, professional development, UG Student Exit Surveys, reflect on the following prompts:

32. To what extent are faculty numbers sufficient to fulfill the program's mission, to avoid overreliance on part-time faculty?

The Child and Family Studies program faculty members are drawn almost exclusively from the Education Department's program full-time faculty and staff with the exception of a couple required courses that comes from the disciplines of psychology and sociology. Most faculty members teaching in the program are full-time faculty members. A small number of part-time faculty members have taught courses in recent years and they bring valuable perspectives as well, due to their positions in professional roles such as Valerie Hytholt, director of FSU's Centers for Early Childhood Education, who has taught a course about administration and leadership in child care settings. Clayton Ryan, an elementary school principal, has taught the Education Policy course on a part-time basis, but that course has also been taught by full-time faculty members.

33. How are faculty qualifications (e.g., advanced degrees, scholarly or creative work, quality of teaching, professional experience) aligned with the nature of their responsibilities? (Standards 6.3 and 6.8)

The faculty's qualifications through their advanced degrees, scholarly and creative work reflects the nature of the courses that are offered. See the table below for a few faculty member's work and their alignment in the nature of their responsibilities in the program and the courses they teach.

Faculty	Scholarly/Creative Work	Courses Taught	General Responsibility
Kelly Kolodny	<p>Kolodny, K.A., & Breitborde, M. (2022). <i>Teacher preparation in the United States: History, current conditions, and policy</i>. Australia, Emerald Publishing.</p> <p>Kolodny, K.A. (2020). <i>Moments that matter in the learning and development of children: Reflections from educators</i>. Charlotte, NC: Information Age Publishing.</p>	<p>CFST 118 Child, Family, School, and Community: Connections and Collaborations</p> <p>CFST 440 Special Topics in Child and Family Studies</p> <p>CFST 440 Research in Child and Family Studies</p>	<p>Program Area Chair for Child and Family Studies</p> <p>Advise students</p> <p>Over-see Child and Family Studies Advisory Board</p> <p>Plan Special Programs for Students</p>
James Cressey	<p>Cressey, J. M. (2019). Developing culturally responsive social-emotional and behavioral supports. <i>Journal of Research in Innovative Teaching and Learning</i> 12(1), 53-67.</p> <p>Cressey, J. M. (2020). Culturally Responsive Social-Emotional Learning: Reframing Classroom and Behavior Management for Equity. In A. Singh, M. Viner, & R. Yeh (Eds.), <i>Special Education Design and Development Tools for School Rehabilitation Professionals</i>. Hershey, PA: IGI Global.</p> <p>Cressey, J. M. (2020). Universal Design for Learning: Culturally Responsive UDL in Teacher Education. In M. T. Grassetti & J. Zoino-Jeannetti (Eds.), <i>Next Generation Digital Tools and Applications for Teaching and Learning Enhancement</i>. Hershey, PA: IGI Global.</p>	<p>CFST 211 Disability in Society</p> <p>CFST 440 Special Topics in Child and Family Studies – Social Emotional Learning</p> <p>CFST 495 Internship in Child and family Studies</p>	<p>Design, teach, and assess</p>
Susan Donnellan	<p>Cressey, J. & Donnellan, S. (2021). Modeling culturally responsive SEL in online teacher education courses during COVID-19 and beyond. <i>American</i></p>	<p>CFST 211 Disability in Society</p> <p>CFST 312 Pre-school Curriculum:</p>	<p>Design, teach, and assess</p>

	<p>Educational Research Association Studying and Self-Regulated Learning SIG Times Magazine, 4(3), p. 11.</p> <p>Newton North High School Early Education and Care Advisory Board: Collaborate with early childhood professionals for the purpose of providing recommendations for Career and Technical Education Early Education and Care programs.</p> <p>SEL-Ted Steering Committee:</p> <p>Collaborate with professionals to explore and identify culturally responsive social-emotional learning practices and resources with an emphasis on anti-racist teaching practices for teacher preparation programs.</p> <p>Summer Preschool Classroom Assistant in Newton Early Childhood Program: Assisted classroom teachers and direct service providers to implement curriculum and support children's progress in achieving annual goals in an inclusive PreK extended school year program.</p>	Integrating Math, Science, Social Studies, and Art	
May Hara	<p>Hara, M. and Good, A. (2023). <i>Teachers as Policy Advocates: Strategies for Collaboration and Change</i>. Columbia University Teachers' College Press. New York, NY.</p> <p>Hara, M. (2022). "Who am I to Question Them?" Pre-service teachers and Provisional Teacher Testing Policy Under COVID-19. <i>The Teacher Educator</i>. 57(1).</p> <p>Sherbine, K. & Hara, M. (2020). The curriculum-as-plan as the refrain. <i>Journal of Curriculum and Pedagogy</i>. DOI: 10.1080/15505170.2020.1841047</p> <p>Hara, M. (2020). Safety, Advocacy, and the Teacher's Role: Pre-service Teachers</p>	EDUC 305 Educational Policy	Design, teach, and assess

	<p>and School Shooting Policies. <i>Educational Policy Analysis Archives</i> 28(31). https://doi.org/10.14507/epaa.28.4800</p> <p>Hara, M. (2019). "I Never Would Have Noticed It Before": The Possibilities of Critical Discussion Groups for Teacher Candidate Policy Engagement. <i>Education and Urban Society</i>. https://doi.org/10.1177/0013124519846278</p> <p>Ironside, N., Hara, M. & Good, Annalee (2022, June 8). <i>Students, staff should have a voice in gun violence policies</i>. Capital Times. https://captimes.com/opinion/guest-columns/opinion-students-staff-should-have-a-voice-in-gun-violence-policies/article_f4234cbc-b95d-59e2-849f-ba96bfb09c5f.html</p>		
Laura Hudock	<p>Sherman, B., Bateman, K. M., Jeong, S., & Hudock, L. A. (2019). Dialogic meta-ethnography: Troubling methodology in ethnographically informed qualitative inquiry. <i>Cultural Studies in Science Education</i>.https://doi.org/10.1007/s11422-019-09961-8</p> <p>Hudock, L. A. (2018). Critical Questions About Photographic "Truths" in Children's Nonfiction Books. In V. Yenika-Agbaw, L. A. Hudock, & R. M. Lowery (Eds.) <i>Does Nonfiction Equate Truth?: Rethinking Disciplinary Boundaries through Critical Literacy</i>. Lanham, MD: Rowman & Littlefield.</p> <p>Hudock, L. A., Ricks, P., & Yenika-Agbaw, V. (under contract). <i>Centering Literature in Children's Lives</i>:</p>	<p>CFST 312 Pre-school Curriculum: Integrating Math, Science, Social Studies, and Art</p> <p>CFST 311 Pre-school Curriculum: Language Development and Early Literacy</p> <p>CFST 321 Theory and Practice of Play</p>	Design, teach, and assess

	<p><i>Adventurous Pedagogy for Literacies and Social Change</i>. National Council of Teachers of English.</p> <p>Hudock, Laura. "Exploring Social Identity in Children's Literature: Guiding Constructive Classroom Conversations." Online: Professional Development. Framingham Public Schools. 2 Nov. 2021</p> <p>Hudock, Laura. "Exploring Societal Representations of Diversity in Children's Literature: Guiding Constructive Classroom Conversations." Online: Keynote. Nobscot Reading Council. 31 March 2021.</p>		
Valerie Hytholt	<p>In collaboration with the Framingham Public School District in the development Partnerships for Early Learning (PEL), a universal pre-kindergarten initiative to extend early childhood education opportunities to four-year old children residing in Framingham; participate on leadership team to develop overall program; manage Framingham State University's participation as a community partner in PEL; administer the daily operations for the PEL program; collaborate with CECE teachers to continuously modify curriculum to meet the needs of the students and families; plan for future enrollment and PEL program development.</p> <p>Awarded grant from MA Department of Early Education and Care and Children's Literacy Initiative to develop preschool curriculum in collaboration with the preschool</p>	<p>CFST 301 Infant and Toddler Curriculum</p> <p>CFST 405 Administration and Leadership of Early Education and Care Setting</p>	Design, teach, and assess

	teachers using Blueprint for Early Learning, an anti-racist early childhood literacy curriculum; participate in the mentoring and coaching sessions for leaders and educators.		
Chu Ly	<p>Forzani, E. & Ly, C. N. (2022) Viewpoint: Beyond Multimodality to Multiplicity: Developing More Equitable and Relevant Literacy Learning Spaces for Young Children. <i>The Reading Teacher</i>.</p> <p>Ly, C. N. & Forzani, E. (Under review) Let's Learn from Them: Investigating Young Children's Multimodal Literacy Practices Using the Integrated Multimodal Literacy Assessment. <i>The Reading Teacher</i>.</p> <p>Ly, C. N., Soutter, M. (2022). Technological Pedagogical, and Content Knowledge as a Lens for Transformative Social-Emotional Learning. Cases on Practical Applications for Remote, Hybrid, and Hyflex Teaching. IGI Global.</p>	<p>CFST 118 Child, Family, School, and Community: Connection and Collaboration</p> <p>CFST 301 Infant and Toddler Curriculum</p> <p>CFST 311 Pre-school Curriculum: Language Development and Early Literacy</p> <p>EDUC 205 Equity in Educational Settings</p>	Design, teach, and assess
Folashade Solomon	"Embodied Physics: Utilizing Dance Resources for Learning and Engagement in STEM" by Folashadé Solomon, Dionne Champion, Mariah Steele, and Tracey Wright in <i>The Journal of the Learning Sciences</i> , January-March 2022 (Vol. 31, #1, pp. 73-106);	EDUC 205 Equity in Educational Settings	Design, teach, and assess

34. How is the quality of teaching systematically assessed, and how are results used to improve teaching and learning and for program improvement? (Standards 6.10, 6.11, 6.14)

The teaching quality of faculty members is assessed through classroom observations by the department chair and by Peer Evaluation Committees. These observations provide instructors with feedback about the strengths of their teaching as well as opportunities for reflection and adjustments. Another metric used to measure teaching quality is the student course evaluation survey that is given at the end of each semester. Faculty members regularly reflect on the data from all of these sources and adapt their practices accordingly.

There are a variety of assessment procedures in place to measure learning outcomes at the course level. The first level of assessment is through the knowledge and skills obtained attained at the course level. Faculty teaching in the Child and Family Studies program design and develop appropriate rubrics and assessments tools to measure knowledge, skills, and competencies in their courses. Formative and summative assessments are determined by the faculty teaching the course and learning outcomes. Assessment data collected include observations, reflections, and feedback from the director and teachers at the Childcare Center and Lab (e.g., enactment of storytelling and story acting, play observations), exams, papers, projects (e.g., puppet show, story time at a community center), presentations (e.g., designing and implementing parent's night for the FSU Childcare Center and Lab).

35. What scholarly and creative work do faculty undertake to ensure currency in theory, knowledge, and pedagogy in their fields? (Standard 6.11)

Faculty members have undertaken a number of scholarly and creative work to ensure up-to-date theory, knowledge, and pedagogy in their field. See above table (question 33) for examples of scholarly and creative work from faculty members. In addition to what has been included in the table, faculty have participated in community engaged teaching institutes to deepen their theory and knowledge in building community partnerships with the students. Additionally, faculty have participated in the Notable Children's Books in the Language Arts national committee. The Children's Literature Assembly of the National Council of Teachers of English (NCTE) sponsors the "Notables" award.

36. How well are scholarly and creative work supported with financial, technological, and other resources, including faculty workload adjustments? (Standards 6.7 and 6.20)

Education faculty members can access support for scholarly and creative work through several means. Supports are available from CELTSS, CDI, the Chris Walsh Center, the Centers for Early Childhood Education, and other campus partnerships. Faculty members also work with outside partners such as local school districts to gather data and coauthor publications. One example of how faculty scholarship has been supported is the approval of course releases. In recent semesters, faculty members in the department have received course releases in several ways. One member recently applied for a CELTSS-funded course release, approved by the department chair, and funded by CELTSS. Another member obtained external funding from a major grant which included course buyout funding. The department approved this course release as well. Other faculty members have had course releases for service projects that also yielded, or have the potential to yield, scholarly outcomes, such as the establishment of the Chris Walsh Center, a faculty fellow position in the Division of Diversity, Inclusion and Community Engagement, and a course release for directing the Framingham Teacher Residency. In addition to course releases, faculty members have also utilized CELTSS funding for work that is creative such as the puppet project and show at the Childcare Center and Lab and immersion to nature course where students went on field trips to local nature reserves.

As a department, faculty members have had the opportunity to share their scholarship through on-campus and virtual presentations. In some years we have held an "Education Scholars in Action" series of faculty research presentations. The Chris Walsh Center has also held webinars for local professionals and families highlighting faculty research. Faculty also have participated in campus-wide presentations such as the Linda Vaden-Goad Author Series.

The Centers for Early Childhood Education on campus are also a partner and resource where faculty members can conduct research through collaboration with the director and teachers.

37. How do faculty provide service to their departments, the University, and the larger community, and how is this service encouraged and rewarded? (Standard 6.7 and 6.20)

Education Department faculty members who teach in the Child and Family Studies major provide a high level of service at the department, university, and community levels. Many of these service engagements have connections to the field of Child and Family Studies and wind-up bringing connections to teaching and advising as well. A few examples will be below.

Dr. Laura Hudock and Dr. Chu Ly served on a committee to organize a first-year common reading program for students in the department during academic year 2022-2023, selecting *Felix Ever After* by Kacen Callender, a YA novel about a Black, queer, transgender character's journey of self-discovery. Dr. Hudock also serves on the university's Children's Literature Festival steering committee, and Dr. Ly serves as co-president of Greater Boston Reading Council. Their work around diversity in children's literature provides resources and opportunities for Child and Family Studies' students to deepen their learning in this area.

Dr. James Cressey had a leadership role in the establishment of FSU's Chris Walsh Center for Educators and Families of MetroWest, a new center whose mission is to provide supports for families and educators in the region with a focus on students with disabilities and other unmet needs. Child and Family Studies majors have engaged with the center through webinars, book discussions and other events.

Dr. Kelly Kolodny, the CFST Program Area Chair, serves on university-wide committees, including the Graduate Education Council. This opportunity allows her to foster multiple pathways to graduate education and careers upon completion of their undergraduate degrees. Dr. Kolodny also studied to be a certified forest therapy guide with the Association of Nature and Forest Therapy (ANFT) and has led complimentary walks for faculty/staff at the university. She has been able to bring in this experience into her special topics course – Nature Communion with Children and Families.

Dr. May Hara serves as the faculty sponsor of the Education Club, a student organization that includes students in the Child and Family Studies major alongside their peers in the education licensure programs. This group helps students stay connected to peers and form a strong community at FSU.

These are just a few examples of how faculty members engage in service, among others. Service is encouraged and rewarded as part of several established modalities at FSU. All tenure-track and tenured faculty members complete service as part of their contractual duties. Service examples are used as artifacts in every portfolio of evidence for tenure, promotion, and post-tenure review. When a service project requires a significant amount of time beyond the standard scope of duty, a faculty member will receive a monetary stipend or course release time as compensation.

38. What efforts has the program undertaken to recruit/retain/support the success of faculty from minoritized and underrepresented groups? (Standard Standards 6.2, 6.5, and 6.18)

The Education Department faculty has ten full-time faculty members, with 40% of the department being faculty from minoritized and underrepresented groups. This is an increase from about 10 years ago

when the department had a 100% white faculty. This change is being fostered in multiple ways, through intentional work at the university level as part of FSU's commitment to antiracism. Faculty position descriptions in recent searches have included language such as "A demonstrated commitment to anti-racist pedagogy, diversity, equity, and inclusion, student/faculty collaboration, and professional growth is expected." A requirement for our most recent position was "Prior experience teaching courses for preservice educators focused on diversity, equity, and inclusion." Search committees have gone through trainings from Human Resources about avoiding bias in the selection process. Applicant pools are reviewed for a diverse selection of finalists before moving on to the next stage. These efforts led to the successful hire of a tenure-track faculty member from a minoritized and underrepresented group in our last search process in 2022.

Retention and support have been effective as well, leading to the successful achievement of tenure and promotion by two faculty members of color in recent years, with one in progress this year and the newest member in their first tenure-track year now. Faculty members have been provided with mentoring within the department from the department chair and from tenured colleagues. We also ensure that faculty members get connected to supports at the university level, such as the Fac/Staff of Color Affinity Group, the Committee for Diversity & Inclusion, and CELTSS mentoring. In addition, two department members have been selected to participate in mentoring outside of the university via the North Star Collective, a reparative justice initiative designed to support BIPOC faculty in the Northeast region, with a focus on racial equity.

39. Reflect on the diversity among faculty and how the program ensures students will be exposed to different points of view and teaching methods. (Standards 6.2, 6.5, and 6.18)

One of the strengths of the program is the diversity among faculty. Each faculty member offers their unique perspectives and expertise (e.g., school psychology, educational policy, children's literature, literacy and language, special education) while drawing upon scholarly literature to offer a number of teaching methods that are both hands-on, engaging, and community at the university and greater community level. Examples of the diverse teaching methods and perspectives are evidenced by course texts such as *How We Show Up* by Mia Birdsong, invited guest speakers from the community of Framingham and surrounding community to provide a broader perspective and experiences for all the courses (e.g., CFST 118, CFST 212, CFST 301, CFST 311, CFST 390) building community partnerships such as Storytime at the Pelham Lifelong Learning Center in Framingham, read aloud and story acting and storytelling at the childcare center and lab with preschoolers, observation opportunities at the local childcare, field trips to community centers such as the Framingham Historical Society, Criterion Early Intervention Program, and Ashland State Park.

40. How are pedagogical innovations that faculty members undertake encouraged or rewarded? (Standards 6.12, 6.17, and 6.20)

The Education Department encourages and supports faculty members to undertake innovated pedagogical opportunities. Shared opportunities for collaboration within department, university such as the Chris Walsh Center and John Stalker Institute, and larger community such as the MetroWest Jewish Day School, occur through department meetings and email communication and announcements. In addition to departmental support, programs such as CELTSS offer monetary stipends to conduct and share research annually through events such as Scholarly/Creative Showcase.

As a department, faculty members have done innovated work such as collaborating with the Centers for Early Childhood Education with their work in an antiracist literacy program, social-emotional curriculum, puppet making and show project, and a Partnership for Early Learning with Framingham Public School to extend universal early childhood education opportunities for four-year-old children in Framingham community.

41. How are faculty prepared to advise and mentor students effectively, and whether resources for effective advising are adequate? (Standards 6.7, 6.17, 6.19, and 6.20)

The Program Area Chair of Child and Family Studies meets with all the Child and Family major and minor students each semester. The chair sends emails and reminders to encourage students to meet with her. Information from the meetings is captured on Degree Works, an online system to document graduation requirement and progress. Advising with students includes discussion about courses but also includes, career path discussion and opportunities, letters of recommendation, and post advising for graduates that are in graduate programs or in the field. In addition, the Education Department chair and Program Area Chair train new faculty on advising. Each semester, faculty are provided with an advising guide to facilitate a successful advising session for each student so they can complete their program in a timely manner.

42. What mentorship processes does the department/ program offer for new faculty, including part-time faculty? (Standards 6.1 and 6.6)

Within the Education Department, the chair connects new faculty to a department peer mentor. The peer mentor connects and meets with faculty member every other week to ensure transition to the new role is successful. In addition, the Education Department chair connects the faculty supports at the university level such as Fac/Staff of Color Affinity Group, the Committee for Diversity & Inclusion and CELTSS mentoring such as Faculty of Color Mentoring program. These mentoring opportunities offers new faculty an opportunity to work alongside with other new faculty in other disciplines by sharing syllabi, collaboration across courses, and general discussion about needs or supports that are needed in the success of new faculty and the tenure and promotion process.

Part-time faculty members are provided with an overview and mentoring in their first semester, typically in the form of a syllabus example to work from and supplemental course materials. The department chair observes part-time faculty members to provide feedback on teaching practices. Part-time faculty members are also invited to attend selected events on campus that may be of interest to them, and beneficial to their practices, such as trainings with the Education Technology Office, CELTSS, and other centers. When they engage in professional development outside of the scope of their teaching duties, they can receive stipends for their time. Finally, part-time faculty members are encouraged to take advantage of supports from the Contingent Faculty Affinity group.

43. Self-Appraisal of Section F

An area of strength is the diverse faculty with diverse perspectives and experiences as well as faculty from minoritized and underrepresented groups. This diversity allows for students to receive a variety of viewpoints and teaching methods.

One area that the Education Department needs to be strengthen is to create a systematic way for faculty to assess teaching and learning in the program especially for the Child and Family Studies

program. As noted in section E question 29, one idea is to coordinate time annually with faculty to assess systematically the teaching and learning of the program and how it can be improved upon. To address this need and to adjust alignment in teaching and learning and assessment, a half day retreat with faculty has been scheduled for May.

G. Resources & Planning: Using the department budget, library resources, classroom/lab space, and other resources, reflect on the following prompts:

44. What process does the department use to allocate its resources?

The Education Department uses several procedures when allocating resources. First, if a faculty member is in need of a resource to support classroom learning, the faculty member approaches the department chair for support. On other occasions, faculty members are polled by the department chair regarding how to utilize department resources. Faculty members may be given a choice of three ideas regarding how to allocate resources and they then select their first choice.

45. In what ways does the department maximize the use of its human resources?

The Education Department maximizes its use of human resources. In scheduling courses, faculty are encouraged to teach across the department's majors and minors. This assures that students have access to the expertise of diverse faculty members.

46. In what ways does the department maximize the use of material resources such as space, equipment, operating funds, etc.?

The Education Department has two dedicated classrooms with space and materials to support the learning of students in the Child and Family Studies major. In these two dedicated classrooms, there is up-to-date technology to support faculty teaching/student learning.

In addition to these dedicated classrooms, Framingham State University supports two on-campus early childhood centers. These centers have been utilized for Child and Family Study student activities, lessons, and observations. They are an excellent resource for students in the Child and Family Studies major.

47. Describe the process by which department faculty communicate research and resource needs with the department library liaison and in turn with the library.

A faculty member from the Education Department is assigned to serve as a liaison with the library. If specific research or library resources are needed, this is conveyed to the library through the liaison. The department chair also might request specific resources from the library.

Staff from the Henry Whittemore Library also are excellent about reaching out to the Education Department, along with all University departments, to share the many resources from the library that are available to faculty, students, and staff. They also send communication to faculty about trainings/library assistance they can offer to specific classes.

48. How are results of program review used systematically for improvement and planning as it relates to student achievement?

This is the first program review for the Child and Family Studies major. After the program review is completed, a spring meeting will be held with the Education Department to review the process and analyze results for improvement of student achievement.

49. Self-Appraisal of Section G

The Child and Family Studies major benefits from strong department and campus resources. In the future, after the first program review is completed, the Education Department can review the results and plan strategically regarding how to best support the Child and Family Studies major.

H. Future Goals & Areas of Focus: Using the self-study as the basis for evaluation, discuss the following prompts:

50. List specific strengths, weaknesses, opportunities, and threats that emerged from this self-study?

The following strengths were identified as a result of this self-study.

- CFST courses are thoughtfully sequenced that progress from introductory experiences to advanced study, including a research course in which students design and implement a study related to children and families.
- CFST courses explore and analyze current trends and policies shaping the field of Child and Family Studies.
- CFST courses explore diverse perspectives shaping the field of Child and Family Studies.
- The CFST advisory board is a vital committee that helps to bridge classroom learning with local community-based organizations and schools.
- CFST faculty strategically support student learning with guest speakers from community-based organizations and/or field trips to them. Students also have engaged in service work through their courses.
- On-campus early childhood centers are an excellent resource for Child and Family Studies students.
- Graduating seniors are satisfied with their major, with their interactions with faculty, and with the advising that they receive during their studies.
- CFST faculty is a diverse group who share various perspectives about working with children and families.
- CFST faculty are active researchers who share this work with CFST students.

The following weaknesses were identified as a result of this self-study.

- There is a need for the Education Department to review and update the learning objectives for the Child and Family Studies major.
- There is a need to systematically review data connected to the Child and Family Studies major focused on student learning and achievement.
- There is a need to develop a formal assessment plan for the Child and Family Studies major.
- It would be beneficial to support recruitment efforts into the Child and Family Studies major with faculty visits to local high schools, specifically those with an Early Childhood program, and to local community colleges. As these activities take time, a plan needs to be developed regarding how to support faculty who undertake these visits.

51. Examine the self-appraisal for each section together with the response to Q50, and discuss with department faculty to prioritize areas that need focus over the next 5 years

I. Conclusions

52. List specific areas for emphasis/benchmarks with a timeline for each of the areas that the department prioritized as needing focus on over the next 5 years

Year 1	Benchmark
Spring 2023	Hold Child and Family Studies Retreat <ul style="list-style-type: none"> - Discuss curriculum, assessments, and learning objectives - Develop tentative assessment plan - Discuss feasibility of developing an online CFST program offered through DGCE
Fall 2023	Begin to collect assessment data Host meeting with faculty to discuss data Make decisions about online CFST program offered through DGCE in consultation with new dean <ul style="list-style-type: none"> - Discuss over-sight of program - Discuss compensation of program coordinator
Year 2	Benchmark
Spring 2024	Continue to collect assessment data Hold Child and Family Studies retreat <ul style="list-style-type: none"> - Review assessment data Develop plan for high school and community college visits Discuss feasibility of adding Child Life Specialist track to program
Fall 2024	Continue to collect assessment data

	Undertake a high school or college visit Host meeting with faculty to discuss data Make decisions about Child Life Specialist track
Year 3	Benchmark
Spring 2025	Continue to collect assessment data Undertake a high school or college visit Hold Child and Family Studies retreat - Review assessment data Undertake potential curriculum changes/additions
Fall 2025	Continue to collect assessment data Undertake a high school or college visit Host meeting with faculty to discuss data
Year 4	Benchmark
Spring 2026	Continue to collect assessment data Undertake a high school or college visit Hold Child and Family Studies retreat - Review Assessment Data
Fall 2026	Continue to collect assessment data Undertake a high school or college visit Host meeting with faculty to discuss data
Year 5	Benchmark
Spring 2027	Prepare for fifth year program review
Fall 2027	Complete fifth year program review