

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

Course Syllabus

Course Title: Screening, Assessment and Data Collection Tools

Course No: ECE 345

Credits: 3 (3 +0)

Prerequisites: ENGL 211X or ENGL 213X

Instructor: TBA (Veronica Plumb)

Phone: TBA (907-455-2038)

E-mail: TBA (vmplumb@alaska.edu)

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered (Cross-regional audio) OR Face to Face

Dates: TBA Call in Toll Free (Appropriate Information inserted)
To listen to class recordings, (Appropriate Information inserted)

Text : No Text required

All screening, and assessment tools: (ASQ 3, ASQ SE, DIAL, DECA, RTI, ECERS, etc.) will be shared in class and used as required readings.

Assorted readings will be in the form of articles and research literature that has been developed on the diverse screening and assessment tools that we will be covering in this course.

Examples of possible articles and literature are listed below:

Ringwalt, Sharon (2008) *Developmental Screening and Assessment Instruments with an Emphasis on Social and Emotional Development for Young Children Ages Birth through Five*. Chapel Hill NC, NECTAC

WA State Collaborative. (2008) *Guide to Assessment In Early Childhood: Infancy to Age Eight*. Olympia WA. State Office of Superintendent of Public Instruction

Course Description:

Overview of the diverse range of tools available to be used for screening, ongoing child and classroom assessment, data collection and reporting of findings within early childhood programs. Each tool has a distinct purpose and function, however when used in conjunction with each other support the development of a high quality early care and learning environment and positive outcomes for young children.

Course Goal:

Students will learn about and compare different types of tools commonly used for early childhood programs in areas of screening, ongoing child and classroom assessment and data collection.

Student Learning Objectives/Outcomes:

Upon completion of this course, students will be able to:

- x Compare the characteristics of diverse screening, ongoing assessment tools.
NAEYC Standard 3a.
- x Explain how to choose screening, ongoing assessment and data collection tools within an early childhood program.
- x Develop a plan for use of screening, ongoing assessment and data collection within an early childhood program.
NAEYC Standard 3c
- x Articulate the roles of families, teaching staff and program administration in regards to screening, ongoing assessment and data collection.
NAEYC Standard 3d

Description of Instructional Methods

The method of instruction will be a combination of reading assignments, written assignments, Blackboard (Bb), and field work. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course. Written assignments and projects are to be formatted using APA and typed. Font size should be 10 – 12, depending on the type of font. Spacing between lines should be 2.0. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Assessment Tool Action Project will be an action research project demonstrating your knowledge and use of an Environmental Rating Scale discussed in this course in conjunction with an action plan of use within an early childhood program. Choice of tools will be determined by each student and will be relevant to current early childhood program of which they are employed.

The paper will be written using APA formatting.

- x Final Project and positing due - To Be Determined

Content Assignments will be directly related to the course topic, students will respond to assorted screening, ongoing assessment and data collection tools with written responses. All assignments will be completed using APA formatting. Written responses should be a minimum of 2 pages in length and will include a description of the environment were the tool would most efficiently be used; place, ages of children and size of group, description of facilitation and personal thoughts in regards to use in each student's current working environment.

Ending Reflection:

This will be a complete documentation of your knowledge acquisition and skill growth around tools used for screening, ongoing assessment and data collection.

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a C or higher for this course to count towards the Learn & Grow: Alaska's Quality Recognition & Improvement

Program – Administrator Credential and the Child Development

No Basis (NB), Incompletes, and Instructor Withdrawal (W)

This course adheres to the UAF Procedure regarding the granting of NB Grades. The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

University of Alaska Fairbanks Incomplete Grade Policy:

“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference is not acceptable reasons for an “I” grade.”

Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course.

Title IX

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Support Services

Academic Integrity and Plagiarism

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of “ F.” For more information go to Student Code of Conduct.

(http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

The Child Development and Family Studies (CDFS) program helps students with registration and add.i(a)-1.nts.

with instructors, and locate relevant resources. The CDFS student services staff is Jennifer Russell (907) 455-2038 OR toll free 1-888 -560-5860 e-mail jl Russell2@alaska.edu

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses. Bristol Bay, Chuckchi, Interior-Aleutions, Kuskokwim, and Northwest. Questions should be directed to the

- x Declaring a major
- x Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your informatil92r6n3P17.8(nde)- 8.826 0 11.040al04 230.4 603 T(t)-4.6(a)-1.7(n1 Tw ,(t)-4.6()-1.0