

✓/Today  
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26-UNC

OCT 16 2015

**FORMAT 1**

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Social and Human Development	College/School	CRCD
Prepared by	Veronica Plumb	Phone	455-2038
Email Contact	ymplumb@alaska.edu	Faculty Contact	Veronica Plumb

1. ACTION DESIRED (CHECK ONE):  
 Trial Course  New Course

2. COURSE IDENTIFICATION:  
 Dept:  Course #:  No. of Credits:

Justify upper/lower division status & number of credits: Course relies on 200 level English and writing skills, follows similar format as other 300-400 level ECE courses with the amount of coursework, reading and assignments that equal expectations of upper level an 3 credits.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO  If yes, Dept:  Course #:

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?\* YES/NO  If yes, Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:   
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

**9. CONTACT HOURS PER WEEK:**

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**ECE F345 Seminar on Screening, Assessment and Data Collection Tools**

3 credits Offered as Demand Warrants

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.

These tools can be used individually or collectively to support the development of a high quality early care and learning environment and positive outcomes for young children. Prerequisites ECE 211X or 213X or Permission of Program (3 + 0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES

NO

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

How many times may the course be repeated for credit?

N/A

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

N/A

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

N/A

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

ENGL 211X or 213X

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

None

**16. PROPOSED COURSE FEES**

N/A

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

N/A

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

N/A

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No Significant Impact

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto:kljensen@alaska.edu), 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

X

Yes

There will not be an impact on Library services, Current Journals and literature will be enhanced with online resources and direct screening and assessment tools.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The only program impacted by this proposal will be the Child Development and Family Studies (CDFS) program who is submitting this proposal. There will not be any direct or indirect impact to the Early Childhood Education AAS program courses or schedule.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

One positive impact will be strengthening of the partnership between the CDFS program and the State of Alaska Quality Improvement System – Learn and Grow, as well as the State of Alaska Child Care Licensing who have worked together with the CDFS faculty to develop this course.

**JUSTIFICATION FOR ACTION REQUESTED**

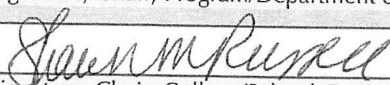
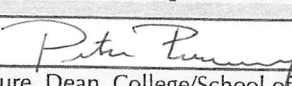
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Currently, the State of Alaska is working to develop a Quality Recognition and Improvement System (QRIS) titled Learn & Grow. Learn & Grow, like many other QRIS systems across the nation, is designed to provide a framework of quality standards for all Early Care and Learning programs in Alaska. Quality standards include: Professional Development and Training, Administration and Leadership, Health & Safety, Relationships and Learning Environment, and Family Engagement.

One of the first stages of continuous quality improvement activities that a program will be expected to complete is an early childhood administrator credential. The purpose of the credential is to provide early childhood administrators with the necessary skills and knowledge to successfully take their program through the various levels of quality identified by Learn & Grow. In collaboration with the University of Alaska Fairbanks, THREAD, the State of Alaska Child Care Programs office, and a team of early childcare program and family child care administrators, Learn & Grow has developed the administrator credential. This credential is intended to align with the UAF Administration Concentration within the CDFS B.A. level program with a few adaptations and additions to assure both center and family early childhood administrators have access to the necessary content regarding Learn & Grow quality standards.

This new course proposal is the first step for alignment to the Alaska QRIS Learn & Grow. Continuing steps will be development of a 2<sup>nd</sup> class to work with early childhood program administrators in the area of coaching and mentoring of early childhood teaching staff. This will be followed by official changes within the Administration Concentration requirements for CDFS students. The final goal is to strengthen the Administration Concentration, which is the last to be revised and changed to meet state and industry needs. The other three concentrations were revised in 2012 with changes taking effect fall of 2013/14.

**APPROVALS: Add additional signature lines as needed.**

<b>Veronica Plumb</b> <small>Digitally signed by Veronica Plumb DN: cn=Veronica Plumb, o, ou, email=vplumb@afaska.edu, c=US Date: 2015.10.06 20:15:25 -08'00'</small>	Date	<b>October 6, 2015</b>
Signature, Chair, Program/Department of:	<b>Social and Human Development</b>	
	Date	<b>10/7/2015</b>
Signature, Chair, College/School Curriculum Council for:	<b>CRCD Academic Council</b>	
	Date	<b>10/8/15</b>
Signature, Dean, College/School of:	<b>CRCD</b>	

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs)	Date
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair	Date
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC	
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

#### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

#### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

#### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

#### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

#### **5. Course Goals (general), and (see #6)**

#### **6. Student Learning Outcomes (more specific)**

#### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

#### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

#### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

#### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

#### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

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

**Course Syllabus**

**Course Title:** Seminar on Screening, Assessment and Data Collection Tools

**Credits:** 3 (3 +0)

**Prerequisites:** Engl 212S, 213X or Approval of Program

**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

**Times:** TBA

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

**Text: No Text required**

There will be required supplemental reading materials shared with participants

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. These tools can be used individually or collectively to 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:

- Compare the characteristics of diverse screening, ongoing assessment tools. NAEYC Standard 3a.

- Classify how to choose and plan for use of screening, ongoing assessment and data collection within an early childhood program.  
NAEYC Standard 3c
- 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 style 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.

**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 style formatting. Written responses should be a minimum of 2 pages in length and will include a description of the environment where 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.

**Assessment Tool Action Project** will be an action research project demonstrating your knowledge and use of an Environment 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 style formatting.

- Final Project and positing due - To Be Determined

### **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 Family Study BA Grading is based on:

Assignment	Points
Content Assignment 10@10 points each	100
Assessment Tool Action Project	200
Final Reflection	50
Total Points	350

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	350-315	An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity & poise.
B = 89% - 80%	314-280	Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an "A."
C = 79% - 70%	279-245	Average. The student grasps the essential information; material is complete and presented on time. Any Grade below a C will need to be repeated for the CDFS BA Major and Concentration
D = 69% - 60%	244-210	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.
F = below 60 %	209- below	Student was unable to complete the assignment on time with at least a 60% understanding and presentation.

### **Instructor Response Time and How to Check your Grades**

Inquiries from student sent through email will be acknowledged within 48 hours.

Lessons will be graded within one week after the due date – unless notice of delays are shared with students from the instructor.

To check your grades for assignment and find comments from your instructor, click on the My Grades link in the sidebar menu. All assignments and their due dates are listed. To see details of your grades, click on the green check mark or the underlined score in the grade column.

If the score is for an assignment, this will take you to a Review Submission History page where you will see a recap of what you submitted, your grade, and your instructor's comments and feedback.

### **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](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 development of successful course schedules. The program is able to provide information about course assignments as well as records of students admitted to the CDFS program, as well as answers general program related questions. Program advisors can help students communicate 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 [jlRussell2@alaska.edu](mailto:jlRussell2@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 Director of Disability Services at (907) 474-5655 or online at <http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building. Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO box 755590 University of Alaska Fairbanks, Alaska 99775-5590  
Phone: (907) 474-5655 | TTY: (907) 474-1827 | FAX: 474-5688 Email: [fydos@alaska.edu](mailto:fydos@alaska.edu)

### **Writing Center**

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

### **Rural Students Services**

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS. We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- 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](mailto: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 information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library  
 310 Tanana Loop, PO Box 756800  
 Fairbanks, Alaska USA 99775-6800  
 Phone: 1-800-478-5348 Email: [fyddl@uaf.edu](mailto:fyddl@uaf.edu)

**For more off campus help go to:**

[http://www.uaf.edu/library/instruction/ls101/other/Distance\\_Resources.html](http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html)

**Computer, Internet and Software**

**Problem: you cannot get your email** Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

**Problem: you forgot your password**

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

**Problem: you are having problems with Blackboard**

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

ECE 345 – Seminar on Screening, Assessment and Data Collection Tools  
Sample Topic Course Calendar

Week	Topic
1	Screening Assessments What is screening? Purpose of screening Characteristics of screening assessments
2	Topic: Recommended practices of screening: <ul style="list-style-type: none"> <li>• Ethics of screening, assessment and data collection.</li> </ul>
3	Topic: Screening – Standardized Tools: Ages & Stages Questionnaire (ASQ 3 and ASQ SE)
4	Developmental Indicator for Assessment of Learning (DIAL) III
5	Devereux Early Childhood Assessment (DECA)
6	Family Engagement piece of Screening
7	Developmental Assessment Tools commonly used to Inform and Monitor Instruction and characteristics of tools.
8	Assessment tools used to Inform and Monitor Early Academic Instruction (RTI model)
9	Topic: Purposes of Assessment: <ul style="list-style-type: none"> <li>• Instructional assessment</li> <li>• Diagnostic assessment</li> <li>• Assessment of program Evaluation/Accountability</li> </ul>
10	Program Evaluation and Accountability Assessment. Purpose and Characteristics of. Three specific types of program evaluation: <ol style="list-style-type: none"> <li>1. Physical characteristics</li> <li>2. Social indicators</li> <li>3. Direct measures of learning</li> </ol>
11	Physical Characteristics: Environmental Rating Scales <ul style="list-style-type: none"> <li>• Early Childhood Environment Rating Scale (ECERS)</li> <li>• Infant Toddler Environment Rating Scale (ITERS)</li> <li>• Family Childcare Environment Rating Scale (FCERS)</li> </ul>
12	Social Indicators: <ul style="list-style-type: none"> <li>• Classroom Assessment Scoring System (CLASS)</li> <li>• Teaching Preschool Observation Tool (TPOT)</li> </ul>
13	Direct Measures of Learning: <ul style="list-style-type: none"> <li>• Authentic, Criterion-Referenced Assessments connected directly to curriculum. Purpose and Characteristics of.</li> </ul>
14	Closing of class – presentation of project design

### Content Assignment Rubric

Category	Honor/Exceptional	Skillful/Competent	Developing	Not Passing
Quality of Content Understanding	Response is clear, concise, coherent and easy to understand demonstrating elements of strong understanding of screening, assessment or data collection tool being discussed.	Response is mostly clear, concise and coherent with a nice understanding of screening, assessment or data collection tool being discussed.	Response is clear, with a beginning level of understanding of screening, assessment or data collection tool being discussed.	Response is not always clear and coherent making it difficult to understand knowledge level of screening, assessment or data collection tool being discussed.
Points Possible	4 points	3.5 points	3 point	1 points
Critical Thinking	Response demonstrates use of upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to possibilities of using screening, assessment or data collection tool being discussed.	Response demonstrates some use of upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to possibilities of using screening, assessment or data collection tool being discussed.	Response demonstrates minimal upper level thinking (analysis, synthesis, and evaluation) and illustrates an partial approach to possibilities of using screening, assessment or data collection tool being discussed.	Response demonstrates little upper level thinking and illustrates an unclear explanation of how screening, assessment or data collection tool being discussed could be used.
Points Possible	3 points	2.5 points	2 point	.5 point
Quality of Response	Response demonstrates a polished, professional quality with few, if any, errors.	Response is polished but has some errors in standard written English that rarely interfere with readers understanding.	Response contains several errors in standard written English that begin to interfere with reading and understanding	Response lacks higher quality as it contains several errors in standard written English that interfere with reading and understanding
Points Possible	3 points	2.5 point	2 points	0 points

### Assessment Tool Action Project Rubric

Category	Honor/Exceptional	Skillful/Competent	Developing	Not Passing
Identification of Tool	Student identified the appropriate Environmental Assessment tool in conjunction with complete information about the program the tool will be used within.	Student identified the appropriate Environmental Assessment tool in conjunction with some information about the program itself.	Student identified the appropriate Environmental Assessment tool with minimal information about program.	Student made attempt to identify and explain – but did not clearly identify the appropriate Environmental Assessment tool OR did not share information about program tool will be used in.
Points Possible	40 points	32 points	28 point	10 points
Justification	Student clearly justifies use of tool with sound reasoning of appropriateness.	Student some justification for use of tool with some reasoning of appropriateness.	Student provides minimal reasoning to why use of tool is appropriate for environment.	Student does not provide enough reasoning for use of tool for achievement of this outcome.
Points Possible	40 points	32 points	28 point	0 points
Application	Student applied knowledge of the tool with development of plan for appropriate and efficient use within program	Student applied knowledge of the tool with a partially clear development of plan for appropriate and efficient use within program	Student applied knowledge of the tool with minimal development of plan for appropriate and efficient use within program	Not enough information for achievement of this outcome.
Points Possible	100 points	80 points	70 points	0 points
Quality of Plan	Action plan demonstrates a polished, professional quality with few, if any, errors.	Action plan is polished but has some errors in standard written English that rarely interfere with readers understanding.	Action plan contains several errors in standard written English that begin to interfere with reading and understanding	Action plan lacks higher quality as it contains several errors in standard written English that interfere with reading and understanding
Points Possible	20 points	16 points	14 points	0 points

### Final Reflection Rubric

Category	Honor/Exceptional	Skillful/Competent	Developing	Not Passing
Quality of Content Understanding	Reflection shows strong evidence of thorough preparation through critical reading and reflection thereby demonstrating an integration of relevant concepts, ideas regarding screening, assessment or data collection tools. Student speaks as one who has a breadth and depth of knowledge.	Response is mostly clear, concise and coherent with a nice understanding of screening, assessment or data collection tool being discussed.	Response is clear, with a beginning level of understanding of screening, assessment or data collection tool being discussed.	Response is not always clear and coherent making it difficult to understand knowledge level of screening, assessment or data collection tool being discussed.
Points Possible	20 points	16 points	14 point	5 points
Critical Thinking	Reflection demonstrates evidence of upper level thinking (analysis, synthesis, and evaluation) in regards assessment of self-growth and understanding of course content can enhance and support quality in early childhood programs.	Response demonstrates some use of upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to possibilities of using screening, assessment or data collection tool being discussed.	Response demonstrates minimal upper level thinking (analysis, synthesis, and evaluation) and illustrates an partial approach to possibilities of using screening, assessment or data collection tool being discussed.	Response demonstrates little upper level thinking and illustrates an unclear explanation of how screening, assessment or data collection tool being discussed could be used.
Points Possible	20 points	16 points	14 point	5 points
Quality of Response	Response demonstrates a polished, professional quality with few, if any, errors.	Response is polished but has some errors in standard written English that rarely interfere with readers understanding.	Response contains several errors in standard written English that begin to interfere with reading and understanding	Response lacks higher quality as it contains several errors in standard written English that interfere with reading and understanding
Points Possible	10 points	8 points	7 points	0 points