

Course Outcomes	Course Assessments
Use authentic observation as the foundation for assessment and growth and development.	View video or CD vignettes of children in early childhood settings. Focusing on one child, write a detailed running record observation. Analyze your observations and assess the child's skills in the following areas: fine/gross motor, social/emotional, cognitive/language.
Identify and describe age, culturally, and linguistically appropriate assessment tools for young children.	Ecological Inventory – (a) Choose a commercially available inventory, an inventory published in a journal, or an inventory developed on your own. The assessment should focus on the environment, the organization of daily schedule, and the social features (staffing, beliefs, and expectations) of a child's environment. (b) Practice using the inventory in an early childhood setting. (c) Choose a child, use the inventory, and write about the child's daily experiences in this setting.
Identify IFSP and IEP procedures and the roles of multidisciplinary teams in serving children in the process of evaluation.	Develop a family friendly brochure that describes the IFSP and IEP process.
Describe the effects of cultural and socio-economic factors on evaluation and key legal and ethical issues in assessment.	
Midterm	exam
Final	exam

Connections to Program Assessment (Course-Embedded Measures)

Course Activities

Week	Date	Class Topics/Reading Due	Assignments Due	Assessments
1	1/17/2022	Class Canceled Martin Luther King Day		
		Last day to add/drop		
2	1/24/2022	Chapter 1	Read Chapter and Powerpoint Slides	
3	1/31/2022	Chapter 2	Read Chapter and Powerpoint Slides	
4	2/7/2022	Chapter 3	Read Chapter and Powerpoint Slides	
5	2/14/2022	Chapter 4	Read Chapter and Powerpoint Slides	View video or CD vignettes of children in early childhood settings. Focusing on one child, write a detailed running record observation. Analyze your observations and assess the child's skills in the following areas: fine/gross motor, social/emotional, cognitive/language Write a 3-4 page paper Apa style.
		Graduation Petition due		
6	2/21/2022	Chapter 5	Read Chapter	

			and Powerpoint Slides	
7	2/28/2022	Chapter 6	Read Chapter and Powerpoint Slides	
8	3/7/2022	Midterm Exam	Midterm Midterm grades due	Due 3/8/2022
9	3/14/22	Spring Break		
10	3/21/2022	Chapter 7	Read Chapter and Powerpoint Slides	Ecological Inventory – (a) Choose a commercially available inventory, an inventory published in a journal, or an inventory developed on your own. The assessment should focus on the environment, the organization of daily schedule, and the social features (staffing, beliefs, and expectations) of a child’s environment. (b) Practice using the inventory in an early childhood setting. (c) Choose a child, use the inventory, and write about the child’s daily experiences in this

				setting. Write a 3-4 page paper Apa style.
11	3/28/22 3/31/2022 Last Day to Drop with a W	Chapter 8	Read Chapter and Powerpoint Slides	
12	4/4/22	Chapter 9	Read Chapter and Powerpoint Slides	Due 4/10/2022 Develop a family friendly brochure that describes the IFSP and IEP process.
13	4/11/22	Chapter 10	Read Chapter and Powerpoint Slides	
14	4/18/22	Chapter 11	Read Chapter and Powerpoint Slides	
15	4/25/22	Chapter 11	Read Chapter and Powerpoint Slides	
16	5/2/22	Presentations: show your brochure to your classmates	Read Chapter and Powerpoint Slides	
17	5/9/22	Final Exam	Finals	Due 5/9/2022
		Grades due to the Registrar		
	5/13/2022	Graduation		

Grading Plan

3 Class Assignments 60%
 Mid-term: 20%
 Final Exam: 20%

A = 100-90%

B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or less

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in

advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Ílína and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_ Exhibit-A_ 6-26-2018.pdf).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.

Final Exam Date: Due 5/9/2022

Appendix

Writing Assignment Steps

- 1. Choose a topic of interest to you.**
- 2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.**
- 3. Write an outline (as a plan for your reflection). Must include:**

4. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.
5. Exchange drafts with a peer. Exchanging of feedback on each other's drafts.
6. Revise your draft, incorporating your reader's feedback as well as your own editing and proofreading decisions. (Repeat this step as desired, or as needed.)
7. Write a final draft.
8. Reference page included.
9. Turn the paper in on the due date, per assignment parameters.

Rubric

Reflection Rubric

Objectives	Accomplished 9-10 points	Skilled 7-8 points	Developing 5-6 points	Needs Improvement 4 points or less
Effective & Appropriate Lead	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
Adequate Use of Sources	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info

<p>Effective Organization (deals with structure)</p>	<p>Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic</p> <p>Focus of the reflection is clear; nothing detracts from primary focus</p>	<p>Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt</p> <p>Focus is fairly clear</p>	<p>Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order</p> <p>Reflection lacks strong sense of unity and focus</p>	<p>Reflection is choppy; organization is unclear; few effective transitions</p> <p>No clear angle; story is rambling and awkward</p>
<p>Grammar and Spelling</p>	<p>Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names</p>	<p>Reflection is spell-checked and all names are correct; contains few grammatical errors</p>	<p>Reflection is spell-checked and all names are correct; contains several grammatical errors</p>	<p>Names are misspelled; or spell-check was not used; or contains many grammatical errors</p>

TOTAL: ____ / 40

Comments: