



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title –** Observation and Assessment  
**Course Prefix and Number –** CDEC 1323  
**Department –** Education /Early Childhood

**Division –** Technology and Business

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**      3:3:0

**Equated Pay hours for course -** 3

**Course Catalog Description -** A study of observation skills, assessment techniques, and documentation of children's development.

**Prerequisites/Corequisites -** None

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 10 hours of observation

**Approvals –** the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/29/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/29/09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 7/8/09
Vice President Dr. Ty Pate <i>Dean</i>	Signature <i>LUC</i>	Date 7-22-09



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

1. Demonstrate an understanding of appropriate assessment skills (observation, interview, testing)
2. Develop skills in observing, recording, and interpreting children's behavior
3. Define and compare assessment tools (anecdotal records, interviews, formal assessment tools)
4. Develop individual plans based on assessment in children ages infancy-age 12.

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Observing, documenting, and assessing to support young children and families
3. Becoming a professional

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<p>1. Students will demonstrate the ability to utilize the following assessment tools: anecdotal records running records checklists interviews formal assessment</p> <p>2. Students will conduct written observations of children in the following age groups: infancy, toddler, pre-school, kindergarten, and elementary children.</p> <p>3. Students will analyze and interpret observations of one child ages 2-8 years to determine whether or not the child is meeting developmental milestones in the following areas: physical, cognitive, and social-emotional development.</p> <p>4. Using the data collected in outcome #3, students will suggest ten activity ideas appropriate for the child observed in outcome #3.</p>	<p>1. 3. Midterm and final exams (and any additional quizzes the instructor deems necessary). (Grade of 70 indicates mastery)</p> <p>2. 3. Written observation assignments graded by a rubric covering infants, toddlers, pre-school, kindergarten, and elementary age children. (Grade of 70 indicates passing mastery)</p> <p>4. A collection of 10 activity ideas for the selected child, graded by a rubric (Grade of 70 indicates mastery).</p>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Bentzen, W. R. (2009). Seeing young children (6<sup>th</sup> ed.). Belmont, CA: Thomson Delmar Learning. ISBN 13: 9781418073787

Bredcamp & Copple (2009). Developmentally appropriate practices in programs serving children (3rd ed.) Washington, DC: NAEYC. ISBN 13: 9781928896647

**IV. Suggested Course Maximum - 35**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**  
none

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist