



Walters State Community College Course Syllabus

Course Information

Course Number and Name: ECED 2370 Development Assessment

Section ID: 80522.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: WEB - Web Classes

Catalog Course Description: Developmental Assessment covers assessment for children from birth through eight years of age. Both formal and informal instruments will be discussed, emphasizing tools that can be effectively used by teachers of young children. Consideration in choosing, administering, and reporting results of assessments are also addressed. Field experience required. **As Required.**

Meeting Details: TBD

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Karen Stooksbury

Office Location: MBSS 141

Office Hours: Posted in Getting Started in eLearn

Office Phone: 423-585-2648

Email: karen.stooksbury@ws.edu

Supervisor Name: Dr. Whitney Jarnagin, Dean of Behavioral and Social Sciences, MBSS 133

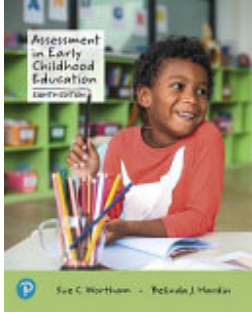
Supervisor Phone: 423-585-2636

Secretary Name: Lisa Horner

Secretary Phone: 423-585-2633

Required Textbook(s) and Materials

Assessment in Early Childhood Education



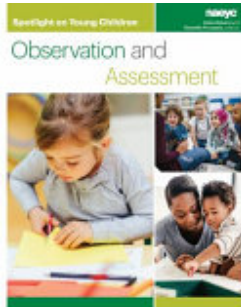
ISBN: 9780135206522

Authors: Sue C. Wortham, Belinda J. Hardin

Publisher: Pearson

Publication Date: 2019-01-02

Edition: 8th



Spotlight on Young Children

Subtitle: Observation and Assessment

ISBN: 9781938113345

Authors: Holly Bohart, Rossella Procopio

Publisher: Spotlight on Young Children

Publication Date: 2018-06-05

Supplemental or Optional Materials

[Early Learning Developmental Standards \(TN-ELDS\)](https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html)

<https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html>

Student Learning Outcomes/Objectives

- Outcome 1: Identify the goals, benefits, and uses of authentic assessment, including its value in the development of appropriate goals, curriculum, and teaching strategies for young children.
- Outcome 2: Describe the strengths and limitations of a variety of assessment methods and tools (including technology related tools) used with young children
- Outcome 3: Select and use contextually appropriate tools and approaches for observation, documentation, and interpretation of data, including the use of technology.
- Outcome 4: Plan for assessment partnerships with families and professional colleagues to create and implement individualized goals.

- Outcome 5: Identify equitable practices in selecting assessment tools, conducting assessment, and interpreting data to use in planning.

Instructional Approach and Methods

This Web-based (online) course provides the opportunity for students to complete all coursework via the Internet and eLearn. There are five modules for students to complete in Course Content. There are two exams including four module exams and the final exam. Students will find an orientation to the course in the Getting Started Module provided in Course Content in eLearn.

Assessment, Evaluation and Testing Procedures

1. 15 points of the student's grade in this course will be based on Getting Started Assignments.
2. 100 points of the student's grade in this course will be based on scheduled discussion board postings.
3. 110 points of the student's grade in this course will be based on reading quizzes.
4. 200 points of the student's grade in this course will be based on exams (midterm and final exam).
5. 200 points of the student's grade in this course will be based on the completion of child observations and a child assessment portfolio.

All quizzes and exams will be administered online within the course.

Grading Scale

A	563-625
B	500-562
C	438-499
D	375-437
F	Below 375

Assignments

1. Getting Started Assignments: Students will complete three assignments related to the review of the Getting Started Module.

2. Scheduled discussion board postings: Students are required to make frequent, intelligent contributions to the class discussions while being respectful toward all members of the class and their views.

3. Reading quizzes: To help students understand the concepts discussed in the textbook, they are required to complete 11 quizzes. Each quiz has a date limit. Once the limit date occurs, the quiz cannot be submitted. The quiz may be taken an unlimited number of times while the quiz date range is open, but once the quiz closes, it cannot be re-taken.

4. Midterm Exam and Final Exam: Students will be expected to define concepts, and answer short essay questions, and (or) multiple-choice questions.

5. Child observations and child assessment portfolio: Students will complete ten child observations and develop a child assessment portfolio.

Class Participation

Students are expected to participate in the course at least 3 times each week. Participation is defined as reading emails, posting discussions, reading content pages, and/or uploading assignments. The instructor will be monitoring this participation.

1. Students are expected to respond to the instructor's e-mails.
2. Students are expected to contact the instructor with any problems.
3. Students are expected to participate in module discussions. Each student must post an original answer to the discussion topic listed for each module and reply to at least two of the other students' postings.
4. Students are expected to submit work in the *Assignments* link by the deadline.

To complete this course, students will need to:

- Check eLearn email regularly inside this course.
- Schedule 5-7 hours per week to complete readings, assignments, fieldwork, discussions, quizzes, and projects.
- Check the Assignment Schedule for due dates regularly.
- Review all module content including videos, articles, and textbook readings.
- Follow all the expectations and guidelines established for this course outlined in the Syllabus and this document, Course Expectations.
- Complete weekly observation assignments and a final Child Assessment Portfolio on a child between the ages of two and six.

Course and Class Policies/Procedures

There are two basic sets of requirements for this course, the technological and the academic.

Technological Expectations

From a technology perspective, you should have access to a computer with Internet access and be able to perform basic functions such as opening files, saving files, and reading email.

For Software Expectations, you will need to have Microsoft Word on your computer in order to submit your assignments; this is not a free program. If you write your assignments in any other program, you will need to save them as Rich Text (RTF) files. You will also need to have the following free programs on your computer: Acrobat Reader, Adobe Flash Player, and Quicktime. Free downloads are available for these free programs at <http://www.adobe.com/> and <http://www.quicktime.com/>.

Academic Expectations

From an academic perspective, you should become familiar with the expectations outlined as follows in the remaining sections of this document.

To successfully complete this course, you will need to:

- Check your eLearn email regularly inside this course.
- Schedule 5-7 hours per week to complete readings, assignments, fieldwork, discussions, quizzes, and projects.
- Check the Assignment Schedule for due dates on a regular basis.
- Review all module content including videos, articles and textbook readings.
- Follow all the expectations and guidelines established for this course outlined in the Syllabus and this document, Course Expectations.
- Complete weekly observation assignments and a final Child Assessment Portfolio on a child between the ages of two and six.

Course Overview

Modules: The course is designed in Module format on the Content page. The Module activities include a set of experiences and assignments to support your active learning and engagement with the content. You are expected to work through and complete each item in each module. The modules are presented in an asynchronous format, meaning that you are able to view videos, work on readings and complete assignments at your own time and place. You do not have to be online at any particular time during the week. However, there are important deadlines you must meet! You must adhere to the schedule in terms of completing and turning in assignments. Begin by reading every link in the *Getting*

Started Module. After that, you will have five (5) Content Modules to complete as well as a Child Assessment Portfolio.

Module Assignments: You will complete weekly assignments in each module. Each module will include assignments based on course content (reading assignments, video and web explorations, discussions, quizzes, observations). Due dates have been set for assignments. Please plan your schedule so that last-minute technical difficulties will not prevent you from meeting those dates. These module assignments are evaluated with grading rubrics outlining the expectations.

Grading Criteria and Grading Rubrics: Detailed instructions and grading criteria (grading rubrics) will be provided for each assignment. The grading rubrics will be used to award points earned for student work. It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For some assignments, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

Assignment Expectations

Students must submit assignments in Microsoft Word format or Rich Text Format (RTF) using 12 or 14 point font. Spelling, punctuation, grammar, and sentence structure will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Points will be deducted for numerous errors.

Late Assignments

See the Course Calendar and Class Schedule for specific due dates for each Module assignment. To receive full credit, assignments must be submitted on time. Late assignments (any work submitted beyond the due date and time) will have points deducted: There is a 10% deduction for any assignment submitted after the Sunday night due date and no assignment accepted beyond one week late. If an assignment is submitted after the original due date, it is considered 1 week late. Assignments are due at 11:59 p.m. on the stated due date. Discussion Postings are not accepted late.

Grading Turn-Around

In general, assignments submitted on time will be graded within 7-10 days of submission due dates. You will be notified if there is a need to vary this schedule. Assignments submitted late will be graded by the end of the course.

Netiquette

Review the expectations and guidelines for online discussion and email communications. It is essential that you use appropriate netiquette in your communications. Please refer to the following

link: [netiquette rules](#)

Any time you have a question as you progress through the course, please contact me by phone or in person. My contact information is on the Instructor Contact Information page. To email me, please use the email in our course to contact me regarding course questions. Click on the Classlist link. Select the box next to the instructor's name (a checkmark will display). Click the envelope, type your message, and click send. Please feel free to ask questions, and I will do my best to get back with you in an efficient manner.

Communication Response

You can expect a response to your email within 24-36 hours during the work week, Monday through Friday. You will be notified if this schedule cannot be kept.

Academic Program Standards/Policies/Accreditation Information

NAEYC Accreditation

The Early Childhood Education program is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. The program curriculum is aligned with the Professional Standards and Competencies for Early Childhood Educators.

[NAEYC Professional Standards and Competencies for Early Childhood Educators \(opens in new window\)](#)

ECED Professionalism Statement

The mission of the Walters State Community College Early Childhood Education Degree Program is to educate and empower students to become knowledgeable, confident, and competent early childhood professionals prepared to make intentional decisions about what is best for children and families in the communities they serve.

The program promotes the professional development of our students through their:

- increased awareness of and commitment to the standards and guidelines used in the field of Early Childhood Education;
- personal responsibility and integrity;

- attitudes of respect for children, families, and others;
- use of reflective practice and commitment to ongoing learning.



Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or

- electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
- e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](#)

helpdesk.ws.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](#)

ws.edu/student-services/disability/

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](#)

catalog.ws.edu/

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)
[ws.edu/admissions/registration/](https://www.waltersstate.edu/admissions/registration/)

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in

loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

ws.edu/home/

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#).