Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ________________________________

2. Date submitted: ________________________________

3. Date approved: ____________ Date revised ___11/27/23____

4. Department/discipline: _____Early Childhood Development____________

5. Department(s) endorsement(s): ____________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: __Observation and Assessment___________________________
   Abbreviated course title for Transcripts (25 characters or less): _________________

7. Course Designator: ____CDEV____  8. Course Level: ___1252____

9. Number of Credits: Lecture ___2____  Lab ___1____

10. Control Number (on site) ___24____  Control Number (online) _____________

11. Catalog/Course description:
    This course provides an overview of observation methods used in home or center-based settings. Students will integrate knowledge of developmental needs, developmentally appropriate environments, effective caregiving, teaching strategies and observation methods. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
    Prerequisite(s): None
    Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
    
    Week by Week Plans for Observing and Recording Young Children 2E. Barbara A. Nilsen. Thomson Delmar Learning, 2001.


    Students are required to observe/participate in group early child care/education settings and will determine the various observation tools used by the program.

14. Course Content (Provide an outline of major topics covered in course)
    1. Examine developmental stages
    2. Examine developmental assessment and observation tools
    3. Examine time sampling observation and recording tools
    4. Examine running record observation and recording tools
5. Examine diary description observation and recording tools
6. Examine anecdotal observation and recording
7. Examine event observation and recording tool
8. Examine checklist observation and recording tools
9. Examine rating scale observation and recording tools
10. Examine frequency counts observation and recording tools
11. Examine conversations or interviews observation and recording tools
12. Examine time samples observation and recording tools
13. Examine cognitive task experiments observation and recording tools
14. Examine checklist observation and recording tools
15. Examine work sampling observation and recording tools
16. Examine technology as a tool for documentation of observation and recording
17. Examine program assessment observation and recording tools
18. Examine portfolios as observation and recording documentation
19. Examine class list logs as observation and recording tools
20. Examine child abuse reporting methods

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate or create observation tools to be used to observe developmental domains (physical, social, emotional, cognitive).</td>
<td>A</td>
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<tr>
<td>Explore uses of various tools in observing children’s development.</td>
<td>A</td>
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<tr>
<td>Use the ECIPs to design lesson plans for preschool children.</td>
<td>A</td>
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<tr>
<td>Use the ECIPs to determine developmentally appropriate expectations for preschool children.</td>
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<tr>
<td>Task</td>
<td>Level</td>
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<tr>
<td>Use the ECIPs to design lesson plans for infants and toddlers.</td>
<td>A</td>
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</tr>
<tr>
<td>Use the ECIPs to determine developmentally appropriate expectations for infants and toddlers.</td>
<td>A</td>
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<tr>
<td>Use various observation tools and methods. (i.e., developmental, criterion referenced, quantitative, narrative, work sampling, etc.).</td>
<td>B</td>
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<tr>
<td>Evaluate various observation tools and methods. (i.e., developmental, criterion referenced, quantitative, narrative, work sampling, etc.).</td>
<td>B</td>
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<tr>
<td>Determine a question of study pertaining to children’s development and which tools to use in investigating the question.</td>
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<tr>
<td>Use observation results to plan goals for observed child.</td>
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<td>Use observation tools and methods to ask questions regarding cultural values related to child development.</td>
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<td>Interview parent expectations/goals for child.</td>
<td>D</td>
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<td>Demonstrate professional oral and written communication skills.</td>
<td>B</td>
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<tr>
<td>Demonstrate professional technical skills.</td>
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**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – Knowing knowledge:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in
harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN** – **Strong hearted:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN** – **Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN** – **Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI' IDIWIN** – **Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. **ZHAWENINDIWIN** – **Compassion:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

   See [www.mntransfer.org](http://www.mntransfer.org)

   Goal Area(s): ____________
   Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

   _______Yes_______No

   Provide the required documentation to show course meets required licensing/certification standards.

   03/19/19