

Florida State College at Jacksonville
Curriculum Proposal Form

Proposal Information (Place an "X" in the box next to those that are applicable.)

Title	EDG 2940 Observing and Recording Child Behavior				
	<input type="checkbox"/> New Course <input type="checkbox"/> New Program	<input checked="" type="checkbox"/> X <input type="checkbox"/> Modify Course <input type="checkbox"/> Modify Program	<input type="checkbox"/> Inactivate Course <input type="checkbox"/> Other	Use this space to describe action.	

Faculty Proposal Originator(s)

Name(s)	Dr. Guiseppe Terracciano				
Telephone No.	804-432-5084 Email: gterrac@fsj.edu				
Signature	<i>Guiseppe Terracciano</i>				Date: 1-9-17

Faculty Originator(s) Dean

Name(s)	Dr. Tiffany Hester				
Provision	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted				
Conditions					
Signature	<i>Tiffany Hester</i>				Date: 1/9/17

Faculty Originator(s) School/Divisional Chair/Campus President

Name(s)	Dr. Ian Neuhard				
Provision	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted				
Conditions					
Signature	<i>Ian Neuhard</i>				Date: 1/11/17

Associate Vice President or Executive Dean

Name(s)	Nancy K. Webster				
Provision	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted				
Conditions					
Signature	<i>Nancy K. Webster</i>				Date: 1/18/17

Curriculum Committee Chair (Faculty Senate Chair)

Name(s)	Dr. John Woodward				
Provision	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted				
Conditions	<i>As amended</i>				
Signature	<i>John Woodward</i>				Date: 1/19/17

Vice President of the College Provost or Designee

Name(s)	Dr. John Wall				
Provision	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted				
Conditions					
Signature	<i>John Wall</i>				Date: 3/27/17

Curriculum Services Only CS39169739	Date Received by Curriculum Services: 11-11-2017	Proposal Assigned Tracking Number: 2016-17
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Neuhard, Ian P.

From: Hunter, Tiffany E.
Sent: Wednesday, January 11, 2017 1:02 PM
To: Neuhard, Ian P.
Subject: Re: Curriculum proposal

Curriculum Services stated that when the hours for the course were increased years ago the CLOA was not updated to reflect the class changing from 3 credit hours to 6 credit hours. The modification reflects the necessary changes needed that will align with the credit hours increasing.

Tiffany

Tiffany E. Hunter, PhD
Dean of Education
Florida State College at Jacksonville
101 W. State Street
Jacksonville, FL 32202
Tiffany.hunter@fscj.edu

> On Jan 11, 2017, at 12:34 PM, Neuhard, Ian P. <ineuhard@fscj.edu> wrote:

>

> Tiffany,

>

> Please explain the need to increase contact hours and workload units if this is not a state requirement. Thanks!

>

> Sent from my iPhone

CURRICULUM ACTION INFORMATION

(For assistance, contact Curriculum Services at 632-3273. The curriculum package will be returned if incomplete)

1. **Identify the effective semester for implementation:** Summer Term 20173
This term should be a future term that would not affect current students negatively. All actions in this package will be effective during the term indicated, unless otherwise reflected. Example: Fall Term, 2012 (20131). Please refer to SACS guidelines in item 5 and Financial Aid guidelines in item 6 when selecting appropriate effective semester.
2. **Program proposals** require the following: Program Information (*Program layout for college catalog must be included-see most recent catalog for format and inclusion, you may request from Curriculum office*) OCP and workforce credit information must be included for all PSAV programs. **If applicable program layout must include information about “Record of Conviction of a Crime”, drug screen, background check, immunizations and any other information required for licensing or certifying agents.** All new programs must include information regarding Program Integrity. N/A

All new programs and program modifications with significant changes must include a copy of the program assessment plan. Advisory committee minutes, detailing employer support for the new program or changes should also be included if applicable. Curriculum packages missing these elements if applicable to the program will be considered “incomplete” until received.

(Please “X” that you have included the following with your curriculum submission or indicate “n/a”):

- N/A Program Assessment Plan (required for new programs and significant program modifications)
N/A Advisory Committee Minutes (if applicable, required for support of new program or requested changes)

Complete the following for all program submissions: FYI Only - Proposal represents a Course Modification

Program Title: Early Childhood Education

Program Code: 2203 (for new programs, please contact Curriculum Services for code assignment)

Degree Type: A.S.

School and Area (used for College Catalog): School of Liberal Arts, Communication, and Education

State CIP number: 1419070802 Federal CIP number: 190708

(New programs only, unless State requires change)

TABE SCORES (must be included for all new PSAV programs): N/A

SOC NAV# (if appropriate, assigned by MEI): N/A

Program information from most recent catalog must be included with changes identified.

Please note: If a program is no longer active or students will not be able to complete the program as originally registered, Program Inactivation form and paperwork must be submitted to Curriculum Services.

3. **Limited Access** - Limited Access programs are those that limit the admission of prospective students on the basis of capacity (i.e., the number of students whom the program can accommodate because of available seats).

Is this program limited access? _____ Yes _____ No

If yes, please describe criteria.

4. **Additional Program Requirements:**

(1.) Selective Access- Selective access programs are those that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification). **N/A**

If this program is selective access, list requirements here, or you may insert on the catalog page included in this proposal.

(2.) Occupation and Salary - The following information is required by the FLDOE to provide detailed information to students leading to occupation and salary (**must be included for all new programs or to submit changes to existing information**).

For each of your Programs of Study, take the salary information from the Florida Department of Economic Opportunity, Occupational Employment and Wages <http://www.floridawages.com/eds.php> for each Standard Occupational Code (SOC) associated with your program of study.

SOC Code: 11-9031

Job Occupation: Education Administrators, Preschool and Childcare Center/Program

Entry Salary: \$39,591

Median Salary: \$59,932

Questions 5-7 are for new programs, substantially modified programs only, please review questions to assure you have met compliance and questions do not apply to this proposal submission.

5. **SACS Information** is required for all new and substantially modified programs: **N/A**

Please answer the following questions to determine if you should complete the **substantive change intake form**:

(1.) Does this involve development of a new degree or certificate program? **N/A**

(2.) Does this new degree or certificate program involve a contract, MOU, grant, or consortium for the development or construction of all or part of a program or certificate? (This applies whether the College is outsourcing instruction or our College is providing the instruction for another organization or company.) **N/A**

(3.) Will this new degree or certificate program be offered via distance education? **N/A**

(4.) Does this involve instruction of courses delivered by Florida State College at Jacksonville instructors/employees at an off-campus location? **N/A**

(5.) Does this involve the closure of a program or certificate? **N/A**

If you answered yes to one or more of the self-assessment questions above, please complete the **substantive change intake form** found on the College's website: <http://www.fscj.edu/district/institutional-effectiveness/coc-substantive-chg.php> and return it, along with a copy of the curriculum proposal, via e-mail to the Office of Institutional Effectiveness and Accreditation. New programs or programs that require substantive change will require more time for approval. Please factor in time in implementation date.

6. **Financial Aid** (State requires 90 days response time on all **new eligible program**). Please identify by “yes or no” if this program is eligible for Financial Aid or any other Federal Funding. If so, identify specifics. **N/A**

A financial aid eligible program would be:

At a school that qualifies as an institution of higher education, the following types of programs are eligible for federal student aid purposes:

- Program leads to an associate, bachelor’s, professional, or graduate degree.
- Program of at least 2 academic years in duration that is acceptable for full credit toward a bachelor’s degree,
- Program is at minimum of 1 academic year in duration that leads to a certificate, degree, or other recognized credential and prepares students for gainful employment in a recognized occupation (at least 600 clock hours or 24 credit hours).

If you answered yes to any of the above, this program must be SACS and state of Florida approved. Please make sure your effective term incorporates length of time to get appropriate approval.

7. Is this program identified as **gainful employment** (yes or no, include explanation)? _____ Yes _____ No
N/A

-
8. **Course Information** (Course Information includes (if applicable) (list prefix, number and title, credit hours and contact hours. Course Outlines must be included for all new and modified courses.
- a. **New Courses:** (SCNS website: http://scns.fldoe.org/scns/public/pb_index.jsp will assist in course number selection.) List recommended prefix/number, title, credit hours, and contact hours as appropriate. (example: ENC 1101 English Composition I 3 credit hours/3 lecture hours) **N/A**
- b. **Course Modifications:** (course outlines are located at: <http://curriculum.fscj.edu/> and may be used to insert in package so modifications can be applied. Please make sure all changes are shown on outlines.) Modifications should be shown with strike-thru and either **RED** font for add or **highlights**, but changes should be clear. **DO NOT USE “TRACK” CHANGES IN WORD.**) (example: TRA 2222 Transportation I, change title to: Transportation; credits hours from 3 to 4)
- EDG2940 Observing and Recording Child Behavior: This course requires students to complete 120 hours in the field; therefore, we had to modify sub-topic V (please see p. 8).
- c. **Course In-activations (list prefix and number of each course):** **N/A**
9. **Identify if this is a General Education Requirement and if required** specified Category (Communication; Humanities; Mathematics; Natural Sciences (Biological or Physical, option A or B if appropriate) or Social & Behavioral Sciences.) – **ALL GER REQUIRED COURSES MUST BE SUBMITTED TO GER-SUBCOMMITTEE FOR APPROVAL PRIOR TO SUBMISSION TO CURRICULUM COMMITTEE.** **N/A**
10. **Effectiveness:** Please describe how current and past students are affected by this change, indicating how you plan to identify and resolve individual issues and how you plan to communicate these changes to affected students.
N/A – The course has always been taught in the same manner, this proposal corrects an error to the outline which had an incorrect calculation for sub-topic V.

11. **Method of Instruction:** Should this course be offered in distance learning or other unique instructional format (please specify which format)? Why or why not? For assistance, see website: **N/A – No change.**
<http://www.fscj.edu/mydegree/Future-Students/Academics/Distance-Learning-and-Online-Programs.html>

12. **Background (answer the following questions):**

- Is this a state requirement? **No.**
- What is the requirement and why must we implement it? The course, EDG 2940 - Observing and Recording Child Behavior requires students to complete 120 hours in the field; therefore, we had to modify sub-topic V (please see p. 8).
- Has history shown students need this course /program for some reason? **Yes.** This course has the propensity to provide students with the knowledge of an early childhood learning community that fosters developmentally appropriate practices to young children during the traditional school day.
- Will this meet some specific workforce, university transfer or student success need? **Yes.**
- Are there partners, grant requirements, faculty collaborations or other reasons leading to the development of this course/program? **No.**
- Please add any additional information to provide background for this submission. **N/A**

13. **Rationale/need for the above action(s).**

- Is there a need for this course/program in our service district? **Yes.**
- How will this impact student success for upper division instruction or job placement? **This course has the propensity to provide students with the knowledge of an early childhood learning community that fosters developmentally appropriate practices to young children during the traditional school day.**
- If the College already has a similar course/program, why are we developing this program/course and what are the differences between the programs and courses? **N/A**
- How many students and what businesses or transfer institutions will benefit? Does this course/program support a College goal or initiative? **It will benefit all learning communities in general.**
- Please add any additional information to provide rationale for this submission. **N/A**

14. **Others Programs Impacted:** Programs or courses affected by this proposal: Identify other existing programs of study or courses that this proposal will affect, and explain how they will be affected. (Program title, program code, required or elective).

The proposed modification to this course will not impact any other program at the college nor will it have any programmatic impact for the A.S. Early Childhood Management or the B.S. Early Childhood Education.

15. **Articulations:** If there are existing internal or external (inter-institutional) articulation agreements that will be impacted by this proposal request, please identify and contact as appropriate: **N/A**

- Courses intended for transfer and External Upper division articulations (2+2): Contact Liberal Arts Department at 632-3170.
- Internal articulations (PSAV to AS) and external articulations (Industry certification to AS): Contact Workforce Development at 632-3363 to update agreement. Copies of active internal and external agreements can be found here - <https://www.dropbox.com/sh/o39aqev4wqlbny8/AAC2KS5TnxuhIUBTDYfoxvGfa?dl=0>

16. **Financial Information:** Special fees: A Special Fee Request form must be completed and sent to Finance, Attention: Controller. http://www.fccj.org/campuses/mccs/business_services/financial/forms/pdf/special-fee-request.pdf Budget and Department must be filled in for all new programs and courses. Please contact the Director of Budget and Financial Planning at 632-3142 with any budget questions.

Budget number: _____ N/A _____ Department: _____ N/A _____

Must be provided for all NEW programs or curriculum package will not go for recommendation.

17. **Fiscal Notes:** This response must include specific information on the financial impact to students and the institution. This section should be concise, unless there are special circumstances related to the course/program. Please answer the following questions. *If answer yes, explanation must be included.

- Will there be unusual costs to students? **No.**
- Are faculty salaries to teach course/program higher or lower than standard rates? **No.**
- Will additional staff or faculty be required, and if so, what are the costs to the institution? **No.**
- Will the institution have to purchase additional equipment, supplies, software, and/or materials not currently owned by the College? **No.**
- Are there grant or business partnerships that will provide funds to establish the course/program? **No.**
- Will business partnerships cover the course/program costs? **No.**

18. **Evaluation:** This response requests specific information on how you will assess the effectiveness of the course/program as it benefits students and the college. This section is also concise but should address the following: **credit transfer course:** review of student enrollment, completion and grades, as well as students ability to move to higher level courses if applicable; **credit or non-credit workforce:** review of student enrollment, completion, job placement, as well as business involvement in development, revision and evaluation of the course/program and student success; and adult **education courses** should include the same information as credit transfer courses but should also include job placement analysis. **This course will continue to be evaluated by FSCJ College of Education in order to meet the Florida Department of Education requirements.**

19. Do you feel that this proposal will have any special impact on the recruitment and retention of disadvantaged students? **No.** If so, please explain. **N/A**

20. Answer the following (if appropriate). Earn credit how many times: Once
Writing Requirements course: ___ Yes X No
Grading Method or any special instructions (if other than standard): Standard

According to APM 09-0304-Curriculum Approval Process. The curriculum package with appropriate attachments must be e-mailed to curriculum@fscj.edu when finalized. If you have any questions, please call 632-3273. The curriculum services office is located at Administrative Offices, Suite 301.

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EDG 2940
COURSE TITLE: Observing and Recording Child Behavior
PREREQUISITE(S): Satisfactory score on all placement tests.
COREQUISITE(S): None
CREDIT HOURS: 6
CONTACT HOURS/WEEK: 6.8
CONTACT HOUR BREAKDOWN:
Lecture/Discussion: 2
Laboratory: 4.6
Other _____:
FACULTY WORKLOAD POINTS: 4.68 ~~5.00~~ Amended: 6.02 (1:1 ratio for lecture discussion based on 2 contact hours = 2 FWL pts; 1:0.67 for laboratory based on 6 contact hours = 4.02 FWL.

STANDARDIZED CLASS SIZE ALLOCATION: 27

CATALOG COURSE DESCRIPTION :

This course is designed for students to observe, record, and analyze young children's behavior in pre-school settings. The course includes 120 hours of supervised weekly experiences in a variety of community child care facilities.

SUGGESTED TEXT(S):
Introduction to Early Childhood; Education and A Laboratory Introduction to Early Childhood Education, Vera Hildebrand, MacMillan Publishers, Latest edition.
The Portfolio and Its Use, Grace, C, and Shores, E. Southern Early Childhood Association. Latest Edition.
Early LAP, Sanford, A. Kaplan Press, Latest Edition. LAP, Sanford, A. Kaplan Press, Latest Edition.

IMPLEMENTATION DATE: November 16, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1996 (971)
Fall Term, 2002 (20031)
Fall Term, 2008 (20091) – Outline Review 2007
Spring 2013, (20132) – Proposal 2012-102
Fall Term, 2015 (20161) – Proposal 2014-75
Fall Term, 2015 (20161) – Outline Review 14-15
Summer Term 2017 (20173) – Proposal 2016-17

COURSE TOPICS		CONTACT HOURS <u>PER TOPIC</u>
I.	Introduction and Orientation	4
	A. Professional Journals Orientation (2)	
	B. Orientation- Class Procedures (2)	
II.	Observation Techniques	6
	A. General observations (3)	
	B. Specific observations (3)	
III.	Observing Children's Behavior	12
	A. Recording and Interpreting Behavior (6)	
	B. Observing Group Behavior (2)	
	C. Observing Individual Behavior (4)	
IV.	Observing Teaching and Planning Techniques	8
	A. Appropriate Activities (2)	
	B. Facility Assessment (2)	
	C. The Portfolio and Its Use (2)	
	D. The LAD and Its Use (2)	
V.	Supervised Student Observations on Site	60 90
	A. Art (6)	
	B. Science (6)	
	C. Language Arts and Literature (47) 15	
	D. Music/Movement (6)	
	E. Dramatic Play (6)	
	F. Math (6)	
	G. Outdoors/Field Trips (6)	
	H. Special Visitors (6)	
	I. Nutrition, Health and Safety (6)	
	J. Social Studies (32) 6	
	K. Program Evaluation (47) 15	
	L. Structured and Unstructured Learning (6)	

*NOTE: Not necessarily taught in this order.

SECTION 1			
Course Prefix and Number:	EDG 2940	Semester Credit Hours (Credit):	3-6
		Contact Hours (Workforce):	
Course Title:	Observing and Recording Child Behavior		

SECTION 2a (To be completed for General Education courses only.)					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)				
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)				
SECTION 2b					
TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	A.A. Elective	<input checked="" type="checkbox"/>	A.S. Required Course	<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.A.S. Professional Elective	<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Development Education	<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Other:	If selected, use this space to title "other" option.	

SECTION 3									
INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)									
<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Critical Analysis	<input type="checkbox"/>	Qualitative Skills	<input type="checkbox"/>	Scientific Method of Inquiry
<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Ethical Judgement	<input checked="" type="checkbox"/>	Working Collaboratively

SECTION 4 (To be completed for General Education courses only.)					
GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>		<input type="checkbox"/>	Natural Sciences

SECTION 5 (To be completed for General Education courses only.)					
GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)					
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy
<input type="checkbox"/>	Scientific and Quantitative Reasoning	<input type="checkbox"/>		<input type="checkbox"/>	Global Sociocultural Responsibility

SECTION 6		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Analyze ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community. (Florida Pre-K/Primary Subject Area Competencies and Skills – 3.4)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Identify methods of observing, facilitating, and extending children's play to practice newly acquired competencies through problem solving, imitation, persistence, and creativity. (Florida Pre-K/Primary Subject Area Competencies and Skills – 4.11)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.

SECTION 6 (Continued)		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics. (Florida Pre-K/Primary Subject Area Competencies and Skills – 8.1)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Identify procedures for accurately establishing, maintaining, and using formal and informal student records. (Florida Pre-K/Primary Subject Area Competencies and Skills – 8.2)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Interpret formal and informal assessment data to make instructional decisions about the educational needs of children. (Florida Pre-K/Primary Subject Area Competencies and Skills – 8.3)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Identify procedures for appropriately using portfolio assessment to plan instruction that better extends the child's level of learning and interest. (Florida Pre-K/Primary Subject Area Competencies and Skills – 8.4)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Identify procedures and legal requirements that provide for appropriate and effective family conferences or home visits, in accordance with due process and confidentiality, regarding the assessment, education, growth, and development of children. (Florida Pre-K/Primary Subject Area Competencies and Skills – 8.5)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Evaluate appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives. (Florida Pre-K/Primary Subject Area Competencies and Skills – 10.11)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Analyze developmentally appropriate strategies for presenting concepts for mathematical proficiency, including understanding mathematical ideas and concepts, fluent computations, problem solving, and logical reasoning progressing from concrete to semi concrete to abstract. (Florida Pre-K/Primary Subject Area Competencies and Skills – 11.11)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
Analyze developmentally appropriate strategies for teaching the basic science processes (e.g., observing, classifying, qualifying, predicting, and measuring). (Florida Pre-K/Primary Subject Area Competencies and Skills – 12.1)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.

SECTION 6 (Continued)		
LEARNING OUTCOMES	TYPE OF OUTCOME (General Education, Course or Program)	METHOD OF ASSESSMENT
Analyze developmentally appropriate strategies for teaching social science concepts (e.g., citizenship, historical events, and human interdependence). (Florida Pre-K/Primary Subject Area Competencies and Skills – 13.1)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NCATE- NAEYC Standard 3)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments (NCATE- NAEYC Standard 3)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.
3c: Knowing about and using observation, documentation, and other Course appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. (NCATE- NAEYC Standard 3)	Course	Methods of assessment can include discussions, program portfolio, evaluations, or rubrics.

SECTION 7			
Faculty name(s):	Guerino Terracciano	Date:	12/16/16
CS20150615			