## Minnesota State University, Mankato

**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

<table>
<thead>
<tr>
<th>College:</th>
<th>Education [X] Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Ed. Studies: Elementary and Early Childhood</td>
</tr>
<tr>
<td>Program:</td>
<td>Early Childhood Education, CIP # 13.1204</td>
</tr>
<tr>
<td>Type of Change:</td>
<td>COURSE PROPOSALS</td>
</tr>
<tr>
<td>Proposed:</td>
<td>New Course</td>
</tr>
<tr>
<td>Title Current:</td>
<td></td>
</tr>
<tr>
<td>Title Proposed:</td>
<td>Observation, Screening, and Assessment of Young Children</td>
</tr>
<tr>
<td>24-Char. Abbrev:</td>
<td>OsaScreening, Assess</td>
</tr>
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</table>

| Proposal # | 164 |
| Effective Date of Change:    | 06-07-11 |
| Academic Year:               | (For Office Use Only) |

<table>
<thead>
<tr>
<th>Course Designator and Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC 433</td>
<td>3</td>
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</table>

(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Core skills for early childhood teachers to be able to conduct developmental screenings, perform child observations, administer criterion-referenced tests, develop authentic assessments designed for ongoing progress monitoring, and interpret standardized assessments. Red flags for referral to special education included.

### Rationale or Justification for change:

This course replaces ESSP 421 (3) Assessment in ECSE, which focused on diagnostic testing. This course will incorporate more of the skills general education early childhood teachers will need in the field.

### ***For General Education or Cultural Diversity Courses Only***

**General Education Course:**

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td>N/A</td>
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<td>N/A</td>
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<td>N/A</td>
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</table>

† For Writing Intensive Courses, attach a description of the kind and quantity of writing.

‡ For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

### ***For New Courses***

- [ ] Course is an elective.
- [X] Course is required for program.
- [X] Pre- or Co-requisites: Yes
- [ ] Other courses are being changed or eliminated. (Explain.) Drop ESSP 421: this course will better meet student needs

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.
### For Program Proposals

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- Program Assessment Plan. Forms are available on the Academic Affairs Web site: [http://www.mnsu.edu/academic/forms/](http://www.mnsu.edu/academic/forms/)
- List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits.

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: [http://www.mnsu.edu/academic/Curriculum/currformsprocss.html](http://www.mnsu.edu/academic/Curriculum/currformsprocss.html)

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.).
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
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<tbody>
<tr>
<td><strong>Recommended</strong> (Category/ies)</td>
</tr>
<tr>
<td><strong>Recommended</strong> Date</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

**College Curriculum Committee**

| **Recommended** (Category/ies) |
| **Not Recommended** (Category/ies) |
| **Recommended** Date | **Not Recommended** Date |
| Comments: |

**College Dean**

| **Recommended** (Category/ies) |
| **Not Recommended** (Category/ies) |
| **Recommended** Date | **Not Recommended** Date |
| Comments: |

**General Education Subcommittee**

| **Recommended** (Category/ies) |
| **Not Recommended** (Category/ies) |
| **Recommended** Date | **Not Recommended** Date |
| Comments: |

**Undergraduate Curriculum and Academic Policy Committee**

| **Recommended** (Category/ies) |
| **Not Recommended** (Category/ies) |
| **Recommended** Date | **Not Recommended** Date |
| Comments: |

**Faculty Association Graduate Committee**

| **Recommended** |
| **Not Recommended** |
| **Recommended** Date | **Not Recommended** Date |
| Comments: |

**Graduate Dean**

| **Recommended** |
| **Not Recommended** |
| **Recommended** Date | **Not Approved** Date |
| Comments: |

**Academic Affairs Council**

| **Recommended** (Category/ies) |
| **Not Approved** (Category/ies) |
| Assistant Vice President Date | Sr. Vice President / Vice Pres. Academic Affairs Date |
| Comments: |

**Senior Vice President and Vice President for Academic Affairs**

| **Approved** (Category/ies) |
| **Not Approved** (Category/ies) |
| **Approved** Date | **Not Approved** Date |
| Comments: |
No additional resources are required to teach this course.

The MSU Library has videos, assessment materials, and books that relate to observation, screening, and assessment of young children. Additionally, faculty in the department have additional personal resources for course delivery.

Departmental Staffing:

An additional faculty member has been requested for the early childhood education program. Adjunct faculty are frequently hired to teach additional courses in this program as well.
September 29, 2006

To Whom It May Concern:

The addition of undergraduate and graduate courses in Early Childhood Special Education in Educational Studies: Elementary and Early Childhood will not duplicate classes offered in the Special Education Department. Because Early Childhood Special Education is a specialty area that is specific in nature and with the exception of a few classes that will be offered through the Special Education Department will be independent of current special education programs.

The national trend is to place Early Childhood Special Education programs in general early childhood education department. Dean Miller has then suggested that the Department of Educational Studies: Elementary and Early Childhood will be the home to this program. We then will be transferring the current responsibility for early childhood course development and offerings to EEC.

Dr. Gail Zahn
Chair, Department of Special Education
Minnesota State University, Mankato  
Department of Educational Studies: Elementary and Early Childhood  
EEC 433: Observation, Screening, and Assessment of Young Children  
3 credits

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Lillian Duran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Education Studies: Elementary and Early Childhood Education</td>
</tr>
<tr>
<td>Office:</td>
<td>Armstrong Hall Room 328 E</td>
</tr>
<tr>
<td>Phone:</td>
<td>507-389-2688</td>
</tr>
<tr>
<td>Time and Location</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>10-Noon, M/T/W/F, 1-3 M/T/W/F</td>
</tr>
<tr>
<td></td>
<td>Other times are available by appointment.</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:lillian.duran@mnsu.edu">lillian.duran@mnsu.edu</a></td>
</tr>
</tbody>
</table>

Course Description  
This course will teach the core skills that are necessary for early childhood teachers to be able to conduct developmental screenings, perform child observations, administer criterion-referenced tests, develop authentic assessments designed for ongoing progress monitoring, and interpret the results of standardized assessments. In addition, developmental red flags will be covered and the appropriate process for referral to special education.

Board of Teaching Standards Aligned with this Course:

**STANDARDS OF EFFECTIVE PRACTICE**

<table>
<thead>
<tr>
<th>Standard 8</th>
<th>A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>B. Understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work</td>
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<tr>
<td></td>
<td>C. Understand the purpose of and differences between assessment and evaluation</td>
</tr>
<tr>
<td></td>
<td>D. Understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns</td>
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</tbody>
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**Instructor’s Additional Course Goal (D2)**

D2. Understand the following terms/concepts for assessing young’s development and learning: standardization, normalization, instructional utility/usability, level/purpose/function, authenticity/functionality

**Instructor’s Additional Course Goal (E2)**

E2. Apply purpose/level/function, personnel, and advantages/disadvantages to the following types of assessments: screening, assessing to develop and monitor goals for an individual child, and assessing to develop and monitor goals for a group of children

**Content Standards: Early Childhood Education (Birth to Age 8)**

F. A teacher of young children uses informal and formal assessment and evaluation strategies to plan...
and individualize curriculum and teaching practices. The teacher must understand

(1) observing, recording and assessing young children's development and learning and engage children in self-assessment
(3) using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions
(4) developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community

ADDITIONAL COURSE GOAL: Each student will know and/or be able to use ....

1. commonly used assessment instruments for young children
2. current issues involved in the assessment of young children's development
3. the determination/construction of an appropriate examining situation for young children for standardized and non-standardized assessment
4. evaluation of environments and their impact on children's development
5. the purpose of functional assessment and its relationship to environments and goals for children
6. administration procedures of a standardized assessment instrument
7. the relationship between assessment and programming for young children
8. importance of family involvement in the assessment of young children
9. due process and data privacy as they relate to the assessment process

Required Texts:


Additional required readings
These will be made available either through PDF files posted onto D2L or through a resource packet that will be available for purchase through the University Bookstore.


Optional Texts:
(For more information on typical developmental milestones)

Course Assignments:

1. Reviewing and administering one developmental screening (40 points)
Teachers in Early Childhood Education settings are often responsible for administering developmental screening instruments and deciding whether or not to refer a child for further assessment because of developmental concerns. This assignment is designed to provide an opportunity for students to become familiar with various developmental screening tools that are commonly used in the field of Early Childhood Education. These include the (students can present other options for the instructors review):
Developmental Indicators for the Assessment of Learning-3 (DIAL-3)
Each student will administer the entire screening instrument to one child and then write a 4-5 page paper that covers the following points:

1) What is the norm sample of the instrument?
2) What developmental domains does the instrument assess?
3) What was the method of implementation? Direct Assessment? Observation? Interview? Or a combination?
4) Who should the tool be administered to? What ages and for what purpose?
5) In what languages is this screening tool available? How could you adapt the screening process to accommodate the needs of a culturally or linguistically diverse child and his/her family?
6) How did you feel about the tool? Was it easy to administer? Was the child engaged in the activities? Did it seem to measure what it says that it measures?
7) Would you use it as the developmental screener for your own program in the future? Why or why not?
8) How did the child do? Would you refer or not refer?

**Please keep the child’s name confidential.

2. Review/Analysis of one standardized, norm-referenced assessment (25 points)

Students in Early Childhood Education need to be familiar with commonly used standardized, norm-referenced assessments. Although early childhood educators in general education settings are not responsible for the determination of eligibility for special education, they are integral members of IFSP and IEP teams and should be knowledgeable about standardized, norm-referenced assessment instruments and their appropriate use. This assignment will assist pre-service teachers in identifying the strengths and weaknesses of various assessments that are commonly used by early childhood special educators.

Students will divide into groups and each group will be assigned one of the following assessments to evaluate:

The Mullen Scales of Early Learning-Revised
The Bayley Scales of Infant Development
The Battelle Developmental Inventory (BDI)
The Transdisciplinary Play-based Assessment
The Bracken Basic Concept Scale (BBCS)

1) What is the norm sample of the instrument? Is it inclusive of all populations that you might encounter in your work? Why or why not?
2) What is the reported validity and reliability of the instrument? Based on the reported data does the instrument seem valid and reliable? Why or why not?
3) What developmental domains does the instrument assess?
5) Who should the tool be administered to? What ages and for what purpose?
6) What types of scores are derived from the assessment? (i.e. standard scores (t-scores, z-scores), percentile ranks, age equivalent scores, etc.)
7) What is your group’s general impression of the instrument?
8) Students will also be given a sample protocol that has been completed. Students will need to score the assessment and generally report the results and comment on whether there are developmental concerns and in which specific areas.

This is a group project and just one assignment for the group will need to be submitted, but every member of the group is expected to participate. The group will also give a 15 minute presentation on the assessment they reviewed and provide all class members with a one-page hand-out that covers the basic facts about the assessment.
Review/Analysis of one criterion-referenced assessment (25 points)
Criterion-referenced Assessments are valuable tools for planning instruction and for ongoing progress monitoring. There are many that are currently used in the field such as:
The Hawaii Early Learning Profile (HELP) (0-3 and 3-5)
The Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
Learning Accomplishment Profile-3
For this assignment students will break into three groups and each group will be assigned one of the criterion-referenced assessments listed above. The group will then review the criterion-referenced assessment. The group will submit one paper that addresses the following areas:
1) What is the difference between a criterion-referenced test and a norm-based standardized assessment?
2) What developmental domains does your assessment cover?
4) Who should the tool be administered to? What ages and for what purpose?
5) What types of scores are derived from the assessment? (i.e. age equivalent scores, etc.)
6) What is your group’s general impression of the instrument?
7) Students will also be given a sample protocol that has been completed. Students will need to score the assessment and generally report the results and comment on whether there are developmental concerns and in which specific area.
This is a group project and just one assignment for the group will need to be submitted, but every member of the group is expected to participate. The group will also give a 15 minute presentation on the assessment they reviewed and provide all class members with a one-page hand-out that covers the basic facts about the assessment.

Development of one authentic assessment plan (25 points)
In the classroom early childhood teachers need to have ongoing data collection practices in place that help them monitor student growth and their own instruction. In this assignment teachers will develop one authentic assessment plan that can include portfolios, observations, teacher-made tests or performance-tasks, etc.
For this assignment students must submit a 3-5 page paper that addresses these questions. In addition, students need to submit any materials they have developed for their assessment plan.
1) What is authentic assessment?
2) Why is it important?
3) What are some common forms of authentic assessments. Briefly describe each.
4) How does your assessment plan directly link to instructional decisions you will make about the children in your setting?
5) Describe how you can also involve even young children in the evaluation of their own progress.

One written observation of a child in a natural setting (30 points)
Early Childhood teachers need to be skilled observers. Young children’s performance and developmental levels are often best understood in the context of naturally occurring activities. In this assignment students will watch one child ages 2-5 for 1 hour in a natural setting which can include his/her home, childcare, or preschool. Students will write a formal observation of that child including behaviors they observed in each developmental domain: fine and gross motor, language, cognition, social/emotional, and self-help. They will describe the behaviors in terms of what is expected for a child that age and then will summarize by pointing out strengths and weaknesses of that child and will address whether or not based on their observation there is reason for concern which might warrant a referral for further testing.

Three quizzes (10 points each)
Three unscheduled quizzes will be given throughout the semester. Students are expected to come to class having completed the readings. Quizzes will cover core content from the chapters of the assigned texts and will include information from lectures and class activities.

Final Exam (40 points)
The final exam will be a cumulative assessment and will include information from the entire course. A study guide will be given to students a week in advance and students will be allowed to bring two pages (81/2 x11-front and back) of notes. The final exam will include short answer and essay items with a focus on application of the material from the class.

Class participation and attendance (15 points)
Students are expected to participate in class discussions and be active participants in class activities. In order to demonstrate professional behavior for teachers, university students will be asked to notify the instructor via e-mail before any absence. Excused absences will be arranged with the instructor well in advance and student is responsible for obtaining missed materials or information from the class session he/she missed.

Grading:
A maximum of 230 points can be earned from this course. Grades will be assigned based on the percentage of points earned, using the following scale.

A = 93 -100%
B = 84 – 92%
C = 75 – 83%
D = 66 – 74%
F = Below 66%

Services for Identified Students with Disabilities
Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.
College of Education
Department of Elementary and Early Childhood
Wednesday, October 4, 2006, 12:15 – 2:00 pm
Armstrong Hall 333

Faculty Meeting Minutes

Present: Peg Ballard, Laura Bemel, Ron Browne, Lillian Duran, Linda Good, Terry Fogg, Karl Matz, Kasee Page, Maureen Prenn, Beth Sandell, Marsha Traynor

Facilitator: Beth Sandell
Recorder: Ron Browne
Timekeeper: None
Room set-up and snack: everyone

Curriculum Program Changes:

Early Childhood Program

Dr. Good passed around a summary of the changes in the Early Childhood Courses. Dr. Traynor also asked that a note to the Curriculum Committee be added that indicates that there has been a thorough check that the standards are all addressed in the new program. Dr. Ballard raised a concern about the 422 and 435 courses because they also have 500 level components. There was a lot of discussion about title designation and the (EC) designation.

Ron moved that we accept the Program Course Changes with the following exceptions: without the (EC) designation, with a change adding (K-3) to the 466 student teaching class, and fixing a typo. Laura seconded. After discussion, Ron and Laura withdrew the motion.

Maureen moved that we approve program course deletions and program course additions with the exception of the EC designator.

Program Course Deletions:
Math 110 or higher
FCS 301
FCS 303
HP 413
ESSP 304
ESSP 421
ESSP 440
EEC 203 = course withdrawal
EEC 474 = course withdrawal
Program Course Additions:
CDIS 205
Math 201
FCS 230
EEC 227 (3): Learning Development in the Early Years----New course
EEC 311 (3): Creative Arts Methods----New course
EEC 313 (3): Including Young Children with Special Needs----New course
EEC 433 (3): Observation, Screening, and Assessment of Young Children ---New course
EEC 434 (3): Interdisciplinary Teaming: Collaborating with Families and Professionals - --New course

Ron seconded. Motion was approved

Maureen moved that we approve the EEC 201, EEC 440, EEC 441, EEC 442, EEC 443, and EEC 466 program course changes.

Program Course Changes:
EEC 201 (3): Introduction to Early Childhood Education --Change in credits, change in title
EEC 440 (4): Primary Grade Literacy and Social Studies Methods ---title change
EEC 441 (1): Primary Grade Literacy and Social Studies Lab ---title change
EEC 442 (4): Primary Grade Mathematics and Science Methods ---title change
EEC 443 (1): Primary Grade Mathematics and Science Lab ---title change
EEC 466 (12): Early Childhood Student Teaching (K-3) and Seminar ---title change, credit change

Kasee seconded. After discussion, motion was approved.

Graduate Curriculum Changes

Maureen passed around a table indicating the changes in the K-12 Teacher Licensure Endorsement Certificate Program. The program was changed from 15-19 credits.

Maureen noted that the PEPER process for the newly revised programs and that the new program can be submitted at a later date for review.

Ron moved that the changes be accepted with the addition of the word “Program” in the EEC 629 course. Marsha seconded. Motion was adopted.

Sabbatical Report:

Terry reported on his sabbatical last year. He described the broad reading in neuroscience he did while in Toronto. He was trying to find a research protocol for educators in the field in the area. He found that the differences between medical research and classroom practice are just too great for him to tackle. He described helping undergraduate students in psychology while attending a weekly seminar.
Search Committee

Maureen and Marsha passed out a position description for the Literacy position.

Lilly moved that the position description for Literacy be accepted with changes Linda seconded. Motion was approved.

There was a discussion of the Social Studies Position. The faculty members directed the Search Committee to revise the job description in order to broaden the description and requirements, and thereby increase the pool of applicants.

Minutes respectfully submitted by Ron Browne.
(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)
Please check all curriculum proposals for the following, and attach checklist to proposal.
If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # ______  Proposal Name New Course EEC 433

For New Courses:

☐ Syllabus or course outline (with proposed course designator/number)
☐ Course's student learning outcomes  Stated in syllabus = Board of Teaching Standards
☐ A list of resources required to offer and support this course
☐ A description of how teaching this course will affect department staffing
☐ If 400/500 level course, an explanation of added expectations of graduate students
☐ Course description/bulletin copy

If GE or CD:

☐ Syllabus or course outline.
☐ Course's student learning outcomes associated with each GE competency or CD designation.
☐ List of strategies to be used to assess students' achievement of each GE competency or CD designation.
☐ For Writing intensive Courses, attach a description of the kind and quantity of writing
☐ For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

For New Programs or Redesigned Programs:

☐ Student learning outcomes for the program.
☐ Minutes from department and college curriculum meetings in which action was taken on this proposal.
☐ Program Assessment Plan. Forms are available on the Academic Affairs Web site.
☐ List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
☐ A list of resources required to offer and support this program.
☐ A description of how offering this program will affect department staffing.
☐ A list of additional library holdings required for this program.

For all proposals:

☐ Bulletin copy should not exceed 40 words for courses or 100 words for programs.
☐ Appropriate signatures are in place.