

CHLD 440 (Section 02): ISSUES IN ASSESSMENT FOR CHILDREN AND FAMILIES

COURSE SYLLABUS



*“The more we stress only what we can measure in [**school**], the more we need to remember that not everything that is measurable matters, and not everything matters that is measurable.”*

*—Elliot Eisner (March 2006) in Educational Leadership
[**insert any institution**]*

Instructor: Dr. Shelley R. Hart

Meeting Days: Mondays & Wednesdays

Meeting Time: 2:30pm – 3:45pm

Class Meeting Location: Modoc 120

Email*: srhart@csuchico.edu

Office: Modoc 101

Preferred Communication: *Please use **Messages** in our BlackBoard Learn (BBL) course shell*

Student Hours & Location: A mix of in-person and zoom hours are available. During the in-person reserved hours (Modoc 101), feel free to let me know if you’d like to meet over zoom instead. Please sign up for a 15-min block of time in the spreadsheet below! You can always Message me for an appointment if the scheduled times can’t work.

For virtual hours, join using this link or Meeting ID and Passcode:

Link: <https://csuchico.zoom.us/j/94318053854?pwd=SEM1aVZMdklueEhpK2ercnBJNXBHQT09>

Meeting ID: 943 1805 3854

Passcode: 822124

Tuesdays 11:00am – 1:00pm (in-person)

Wednesdays 10:00am – 11:00am (in-person)

Wednesdays 4:30pm – 5:30pm (zoom)

****You will need to sign up on our excel spreadsheet here for a 15-minute block****
https://docs.google.com/spreadsheets/d/1RMZrLperb_faSYZz885UxHtJ8Pdw3gIDIUOSLlu6_YA/edit?usp=sharing

Course Description:

This course provides an overview of child and family assessment. The course offers the student both research-based theory and practical applications in these areas. Students apply the knowledge gained during class sessions and readings to relevant assigned projects and papers.

Required Text:

There are no required texts for this course. All readings are available to download in our BBL Course Shell.

Prerequisites:

CHLD 251, CHLD 252, CHLD 282, CHLD 353, and Junior Standing.

Course Format:

This course is based on the philosophy that active engagement with material fosters quality learning. Our goal is to think about (rather than simply memorize) the concepts and issues presented in the course in order to integrate and synthesize the information. Therefore, the expectation is for you to complete certain readings and tasks outside of class in order to actively participate during class. Additionally, many activities will take place in groups during class (and cannot be made up), so attendance is crucial.

Per the Department of Education and accrediting bodies of higher education, ***in total, students can estimate spending approximately 7.5-9 hours per week on this course*** (2.5-3 hours “in class” and 5-6 hours out of class).

How to Contact your Professor:

I encourage you to contact me or attend Student Hours if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi! This semester, virtual AND in-person Student Hours are available. Specific days are available for in-person student hours; however, know that if you’d prefer to meet over Zoom on those days, that is absolutely possible! In-person hours will take place in my office (Modoc 101).

I’m asking that you sign up for a fifteen-minute block of time during the hours specified on the first page of this syllabus. The link to the google sheet can also be found in our BBL course shell on the “Home” page under “Student Hours”. Please be sure to write down in your calendar the time you’ve scheduled and Message me if you are unable to attend so I can free the time for other students who might wish to meet. Additionally, please be conscientious about making it to the appointment as everyone’s time is valuable.

You can access my Zoom Student Hours Meeting Room using the link or Meeting ID and Passcode listed on the first page of this syllabus. This link is also available in “Student Hours” in our BBL course shell. The “Wait Room” will be enabled, so please be patient, I will be notified when you join and will be with you as quickly as I can.

Note that our Course Zoom Room and my personal Zoom Meeting Room are different spaces—much like a physical place, you can go to the wrong door—and you might find that no one is “home”. Double check that the time and place identified are correct.

Finally, you may contact me to arrange an appointment if you cannot make the Student Hours listed. The best way to contact me is via **Messages** in our BBL course shell. Emails sent to my Chico State email may run the risk of being sent to junk mail. *I cannot guarantee a timely response if you email me instead of using Messages in BBL.*

How to Access Course Materials:

BlackBoard Learn (BBL): Copies of the syllabus, schedule, additional readings, and some Activities are available in BBL. You are responsible for regularly checking BBL; plan to log in at least several times per week to access materials and complete the activities required.

Grading:

Grades will be assigned as follows based on completion of the course requirements. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy (<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>). Please note that as a general rule, I round up anything 0.50% and above. Anything 0.49% and below is very unlikely to be rounded up. What this means is that you can feel relatively confident that you know your grade after final projects have been graded, and you do not need to Message me to ask.

87-89%	= B+	93-100%	= A	90-92%	= A-
77-79%	= C+	83-86%	= B	80-82%	= B-
67-69%	= D+	73-76%	= C	70-72%	= C-
		60-66%	= D	0-59%	= F

Course Requirements:

- 1. Attendance (10% of your total grade):** Attendance will be taken each class period. I do not use slides and write content on the board during class—this is a pedagogical decision to help ensure understanding. For example, if I’m writing on the board it’s hard for me to keep talking, and my writing pace likely matches yours. This means that it is very important that you are present during class. Additionally, we will be engaged in many activities throughout the semester to clarify content. In order to participate in those activities and discussions around those activities, you must be present. I recognize that things come up during the semester, however, if you are not present, you are not able to engage and therefore, in this class even “excused” (or unavoidable) absences will still be noted as an absence.
- 2. Activities (50% of your total grade):** A variety of in-class and out-of-class activities (including reflective responses and sequenced assignments) will be completed during the semester. These activities may be both group- and individually-based and are created in order to help clarify content. The format and submission/documentation of completion of the activities will vary and *make-up assignments for in-class activities will not be available*. As the goal of these activities is to integrate things that you’re doing out-of-class and in-class, *partial credit will depend on the particular activity and may not be given either*. A majority of these activities will be submitted hard copy in a notebook that must include at least three partitions to separate the different components we will be working on (class notes for yourself, reflective responses/in-class completions, and assignments). I will sporadically be collecting these journals in order to grade (e.g., [https://www.target.com/p/five-star-3-subject-college-ruled-spiral-notebook-colors-may-vary/-/A-14045827 - lnk=sametab](https://www.target.com/p/five-star-3-subject-college-ruled-spiral-notebook-colors-may-vary/-/A-14045827-lnk=sametab)).
- 3. “Redemption” Final Project (RFP; possible 20% to your overall grade):** If you have a grade of “C-” or above for your overall grade following the last exam (and all grades being entered), you will not be required to complete a final project (an organizational evaluation plan). If your grade is a “C-” through “C+”, you can elect to complete the RFP. If you have a D+ or below, you will be required to complete the RFP. This is not meant as a punitive measure, but rather an opportunity for those of us who might require a little more practice before certain content makes sense. By organizing in this way, it allows for me to provide more one-on-one feedback and guidance to help scaffold your learning. For this project, you will be given a choice in scenarios and will create a program/organization evaluation measurement plan. You will have some time during class the last two weeks of the semester to ask questions and for me to help you as you develop your written document. The RFP will be due during finals week.
- 4. Exams (40% of your total grade):** You will have two exams during the semester (each worth 20% of your grade). These exams will consist of 35-50 multiple choice questions that you will complete online. Content for these exams will be outlined in class; however, a caveat up front: most questions are scenario-based, meaning I am looking for your application of knowledge, not memorization of concepts. The expectation is that you not only understand the concepts but can use that knowledge in a real-life professional scenario. The exams will be untimed; however, you will have one attempt that must be completed during one sitting. While these exams are open-notes/open-resources, you must complete them independently (i.e., classmates or others are not one of your “resources”).
- 5. “Redemption” Interview (up to a 10% “bump” to your Exams grade):** I recognize that exams are tough and many feel that they are unable to adequately express their knowledge in the format of multiple-choice exams. This is essentially an “extra credit” opportunity and no one is required to participate. However, if your exam grade is a “C+” or below, you will have an opportunity to improve your overall exam grade by signing up for a “Redemption Interview”—that is, a 10-minute discussion with me at the end of the semester. If you have a “B” for your exams grade, you can “petition” for an opportunity to participate. Prior to the interview, I will provide you with 10 questions that cover broad concepts from throughout the course. During the interview I will randomly select between 3-5 questions to ask. I will also use that opportunity to probe your responses to ensure understanding. While I recognize that this may be anxiety-provoking for you, in full transparency, I see it as an opportunity to help you clarify your own thoughts, and as a way to correct any misunderstandings for this important content that I know will be a part of your professional lives (even if you don’t see it quite yet ;).

Department of Child Development Mission Statement:

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement:

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives & Contribution to the Child Development Major:

For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Department of Child Development:

SLO 1: Critical Thinking in Child Development	Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusions. Students will use higher-order thinking to evaluate information regarding child development.
SLO 2: Written Communication in Child Development	Written communication is the development and expression of ideas through iterative experiences, which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.
SLO 3: Oral Communication in Child Development	Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, beliefs or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.
SLO 4: Information Literacy in Child Development	Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsively use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.
SLO 5: Quantitative Literacy in Child Development	Quantitative literacy is a habit of mind, competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.
SLO 6: Professionalism in Child Development	Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

It is noted that overarching all these objectives is the ethical responsibility of anyone engaged in assessment, and as such, this serves as an umbrella objective within this course. Specifically, as measured by activities and assignments throughout the course, students in CHLD 440 will:

1. Evaluate professional knowledge, skills, and dispositions through reflection of personal practices and biases using data (SLO 1, 6).
2. Investigate how assessment is used throughout a broad range of experiences and careers in the child development field (SLO 4, 6).
3. Identify the multitude of ways that assessment is conducted including formal and informal assessment processes (SLO 1, 5, 6).
4. Articulate a clear understanding of the technical properties of standardized assessment measures (e.g., reliability, validity; SLO 2, 3,5).
5. Develop an understanding of assessment processes for individuals, families, and programs (SLO 1,6).

Unifying Principles across CHLD 382, CHLD 392, CHLD 440, and CHLD 492

As professors of these courses, we recognize that child development majors:

- Are reflective professionals, and as such are continually:
 - a) Evaluating ourselves both internally (e.g., biases), and externally (e.g., practices that worked or didn't work with children);
 - b) Work to understand the children and families we work with;
 - c) Engage in evaluation of the organizations we work with and for;
- Use best practices, which are evidence-based and theoretically driven, with intentionality; and
- Are learning more about what it means to be a professional in our field.

As you take these courses in some predictable sequences, we've attempted to capitalize on this opportunity. We have sought to integrate across these courses in an attempt to deepen your understanding—geared toward those three principles (reflection, best-practices used with intentionality, and developmentally appropriate) in meaningful ways through:

- Shared organizational structure
- Shared readings
- Shared activities

This does not mean that you have to be engaged in any particular sequence across these courses, simply that if you are, you'll be pushed to think about certain readings and reflect on activities from different lenses. We're hoping that you find value in this enhanced learning opportunity and take advantage of our attempts to push you deeper in your learning.

Course and University Policies:

Late Work and Missing Work: It is not typical that class-based late work will be accepted for credit; however, in those rare exceptions, any late work will be penalized **10% per day late, up to a maximum of 50%** (after 5 days, late work will not be accepted). **Weekend days DO count. NO work** (including late submissions) will be accepted via Messages/email. Finally, as certain activities build upon each other, students may come to student hours for verbal input even if credit is not assigned.

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself. If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements: All major writing assignments will be graded for literacy, spelling and grammar. Please read in the University Catalog regarding the University’s literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. *Proofreading is essential.* If you have difficulties with spelling or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, the BSS Student Success Center, or the Child Development Writing Tutors—hours for tutoring are posted in BBL).

Academic Integrity: Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or quiz or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally, plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting: As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for all students. I also have a mandatory reporting responsibility related to my role as faculty. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

Student Resources:

Wildcat Computing Support: Access the website or support desk in order to access information and resources regarding your technological needs <https://www.csuchico.edu/wcs/>.

COVID-19 Response: Please see the Combating COVID-19 Together website here for information about COVID-19, steps to take if you or someone you know may have been exposed, and other information regarding the campus response: <https://www.csuchico.edu/coronavirus/combatactoid.shtml>

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. Virtual services will be available during this period of COVID-19 response. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and

retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Virtual services will be available during this period of COVID-19 response. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 9:30am–12:30pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>
2. The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>

Final Words

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted to this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.