

**NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION**

**MARCH 30, 2012
SOUTHWESTERN OREGON
COMMUNITY COLLEGE
OREGON**

ANNUAL REPORT

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A. UPDATES TO CONTACT INFORMATION

Institution/College: Southwestern Oregon Community College

Mailing Address: 1988 Newmark, Coos Bay, Oregon 97420

Website address / [url:www.socc.edu](http://www.socc.edu) Date Submitted: March 30, 2012

Program Name as listed in college catalog, including degree type (A.A., A.A.T. etc.)

**ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION & FAMILY STUDIES EMPHASIS
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Primary Contact (Faculty member representing the program):

Name Laurie Potts

Title Childhood Education Director

Phone 541 888 7336 Fax 541 888 7953 E-mail lpotts@socc.edu

Secondary Contact (Faculty member representing the program):

Name Cathy Meier

Title Lead Faculty member

Phone 509 863 6037 Fax 541 888 7953 E-mail cmeier@socc.edu

President, Dean or other administrator representing the institution:

Name Dr. Patty Scott

Title President

Phone 541 888 2525 Fax 541 888 7953 E-mail pscott@socc.edu

We verify that the information contained in this report is an accurate representation of the program's characteristics.

B. UPDATES TO PROGRAM CONTEXT

1. Is there any change to the accreditation status of your institution?
 No Yes
2. Have there been any changes to the name of your institution?
 No Yes
3. Have there been any changes to the name of your degree program?
 No Yes
4. Have there been significant changes in teaching methods or field experiences?
 No Yes
5. Have any courses been removed from your program?
 No Yes
6. Have any new courses been added to your program?
 No Yes
7. Have there been any changes to your campus or physical facilities that affect delivery of your program?
 No Yes
8. 8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?
 No Yes
9. Have there been significant changes in your college service area or candidate characteristics?
 No Yes
10. Are online classes offered to students in this degree program?
 No Yes

If yes, what percentage of courses in this program is offered online?

- 25% or less 50% or less More than 50% 100%

Headcount Enrollment in most recent semester available 107

Number of FTE enrollments in most recent semester available 8.6876

Number of associate degree program graduates in past academic year 8

Please explain any "yes" answer above.

6. Have any new courses been added to your program? yes

Since our original Accreditation we have added ECE 161 Infant Toddler Practicum I and ECE 162 Infant Toddler Practicum II. These courses were added to give students the opportunity to experience the infant toddler age group within the program. Through advising, students are directed to choose these classes for their elective options in the AAS CE&FS degree.

Course description and outlines follow.

ECE 161 Infant Toddler Practicum I:

Course Description: This "hands-on" experience focuses on developing understandings of the developmental needs of the very young and the importance of providing appropriate stimulating environments with a focus on the teacher/care giver as a component of the environment, and how care and play are utilized to create quality learning environments.

Course Content Outline:

- I. Infant and Toddler Development – the Foundation of all you do
 - A. Knowing Infants, Toddlers & Twos
 1. how children develop across the core domains,
 2. what makes each child unique
 3. goals and objectives you can use to observe and assess their development.
 - B. Theory to Practice
- II. Creating a Responsive Environment - Attachment
 - A. How to set up the learning environment and plan your days
 1. The physical environment
 2. The social environment
- III. What Children Are Learning
 - A. Building blocks for successful learning.
 1. responsive relationships
 2. daily interactions, routines and experiences
 - a. Hellos and Good-Byes
 - b. Diapering and Toileting
 - c. Eating and Mealtimes
 - d. Sleeping and Nap Time
 - e. Getting Dressed
- IV. Caring and Teaching
 - A. The teacher's role
 1. strategies for building positive relationships
 2. how to guide children's learning

- 3.the role of ongoing assessment.
- V. Partnering With Families
 - A. working with families as partners in the care of their children
 - B. strategies for effective communication

ECE 162 Infant Toddler Practicum II:

Course Description: This theoretical and “hands-on” Practicum II experience reinforces the student’s understanding of the developmental needs of the very young and the importance of providing appropriate stimulating environments. Coursework focuses on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents.

Course Content Outline:

- I. Infant and Toddler Development – the Foundation of all you do – Review as required
- II. Learning Within the Responsive Environment – Theory to Practice
 - A. A deeper look at simple interactions
 - 1.Interactions with you in the role as teacher of infants and toddlers
 - a. Playing With Toys
 - b. Imitating and Pretending
 - c. Enjoying Stories and Books
 - d. Connecting With Music and Movement
 - e. Creating With Art
 - f. Tasting and Preparing Food
 - g. Exploring Sand and Water
 - h. Going Outdoors
- III. Ongoing assessment
 - A. ORAPIE –
Observation/Recording/Analysis/Plan/Implementation/Evaluation
 - 1.using your ongoing assessment.
 - 2.knowing when and how to refer a child with a developmental delay or concern
 - B. Partnering with families regarding assessments and any developmental delays or concerns

10. Are online classes offered to students in this degree program? - yes

All of our coursework is, and has been, online to offer access to our students – wherever they may be, or whatever their schedules are. We offer distance practicum to be completed at NAEYC accredited or Head Start sites.

Criterion 1, 2 & 3: Mission and Role, Conceptual Framework, Program of Studies

Our Mission and role, Conceptual Framework, and Program of Studies have not had any major changes, though I would like to insert here a paragraph from our written response to our initial peer review. This statement added further explanation and clarity to our initial Conceptual Framework statement.

On page nine of the report, there was reference to our conceptual framework reflecting the NAEYC associate degree standards, but perhaps not elaborating enough on the philosophical foundation of our program. What we may not have written specifically enough – we live! The written conceptual framework of our program in our self-study on page eight was focused on the ‘to know, to be, to do’ heart of what we have developed over our twelve years of program development. The knowing reflects the importance of constructing a knowledge base of sound child development theory. The foundation of our associate degree curriculum is our Prenatal/Infant/Toddler, Preschool, and Middle Child Development sequence and NAEYC’s Developmentally Appropriate Practice. Everything we do is built on this foundation. Our program is designed not only to offer an NAEYC accredited environment for our children to construct their knowledge and reach

their potentials, but to offer the same opportunity to our adult early childhood education students. Our goal of assisting students to construct a solid foundation and then take the risk to move through their own Zone of Proximal Development to new heights can be seen in our students' confidence, skill, and preparation in working with young children as identified on pages ten and twelve of our peer review report.

This clarification - added to our original Conceptual Framework, expresses the basis of our work with students every day.

Please update your faculty information

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), or full-time (FT).

Name	Temp/ PT/FT	Assignment (e.g. courses, field supervision)	Academic degrees	Professional experience
Cathy Meier	FT	Online courses and course development ECE 150, ECE 151, ECE 152, ECE 170, ECE 199, ECE 240, HDFS 140, HDFS 154, HDFS 222, HDFS 225, HDFS 229, HDFS 247, HDFS 285, ED 258	M.Ed. Early Childhood Education B.S. Elementary Education A.S. Early Childhood Education	27 years in the field: 22 in caring and educating young children; 9 in teaching adults.
Daniel Birskovich	FT	Face to face preschool practicum ECE 209, ECE 102, ECE 163, ECE 261, ECE 262, and supervision of Lab classroom	Bachelor of Science Elementary Education Oregon State University 1991 Bachelor of Science Sociology Oregon State University 1986	20 years in the field as a lead preschool teacher; 10 in teaching adults
Giovanna Hite	PT	Face to face courses: ECE 150, ECE 161, HDFS 225, HDFS 247, HDFS 229	2002 - 2009 Western Oregon University Monmouth, Oregon Master in Education · Departmental Honors Oregon Standard Secondary Teaching Credential Business Education/Computer Applications 2001 University of Portland Portland, Oregon Intel Teach to the Future 1995 - 1998 University of La Verne La Verne, California Bachelor of Science in	Experience in preschool, elementary, and middle school –as well as home schooling for her own children; First year in teaching adults at the college level

			Business Administration · Departmental Honors Minor in Child Development 1992 – 1994 Pasadena City College Pasadena, California Child Center Instructional Permit	
Laurie Potts	PT	Supervision , assessment, and development of Childhood Education & Family Studies program, faculty and center staff, and ED 280 & Student Program Advisor	Masters of Arts in Human Development Specializations in: Leadership in Education\ and Human Services: Administration/Supervision/and College Teaching/Teaching Adults	24 years - preschool teacher, supervisor, manager, trainer, consultant, administrator, college instructor

Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.

Faculty Updates:

Cathy Meier, our lead faculty member, is currently working on her Ph.D. in Early Childhood Education, and had been continuing to take coursework every term since June of 2010. She will be All But Dissertation in December of 2012. Currently, She is investigating the possibility of doing Teacher Research for her dissertation. Her topic will be "Addressing the varying Needs of Early Childhood Education Students Taking Online Degree Coursework". She is planning to do a narrative study that identifies difficult student groups (e.g. Working at Headstart and taking classes; Student working a full-time job and taking classes; student living in the dorms; student who competes in college athletics while taking courses; etc.) She then plans to interview these targeted students about their needs and make plans to try to meet the needs over a term.

She attended the NAEYC Institute in June 2011 in Providence, Rhode Island. She went to research tracked sessions and gained knowledge about what is happening in ECE in the realm of research.

Giovanna Hite, our newest part time instructor, has joined us to teach our face to face courses. She is now teaching all of our face to face courses with the exception of our preschool practicum and student teaching courses. Her qualifications are listed above. She has worked diligently with our faculty team to ensure consistent and quality education for all of our students. She has also made special efforts to use the online platform in a hybrid manner to enhance her face to face classes and bridge the online mode of delivery for students who have not yet taken online courses. She has brought in a number of community speakers to her classes and takes advantage of technology and resources to enhance her courses. She had been an exceptional addition to our faculty roster.

Daniel Birskovich, the Lead Teacher for our NAEYC accredited laboratory preschool program, is teaching our face to face preschool practicum and student teaching courses. This year Daniel attended several national and statewide conferences, including the NAEYC National Conference in Rhode Island. Some of the topics address at these meeting included; mentoring, inclusive instruction, Intentional teaching, Authentic Assessment, the CLASS assessment system and ways to develop comprehensive professional development programs for program staff. Information learned from each of these trainings has been included in his current coursework for our students to insure best practices and most recent research is presented. An example of this inclusion is the use of the strategies and systems of the “CLASS” observation system. CLASS, Classroom

Assessment Scoring System, research based tool which allows for a standardized system of observation, focused on classroom interactions that boost student learning. Data from CLASS observations has been used to provide guided feedback to both classroom teachers and practicum students working at the lab school. This information is also helpful in identifying professional development needs and in creating focused learning plans to guide student learning.

Laurie Potts, the Childhood Education Director, has delegated her face to face teaching responsibilities to our new part time instructor and Lead Teacher in our Educare preschool laboratory classroom, and taken on a larger role in the advising and support of students. By doing so, **all** of our program majors have access to the most informed member of the Childhood Education & Family Studies team. This enhancement was put into place to avoid advising errors that may cause students to miss key opportunities and/or incur additional fees as they complete their degrees. This role with all program students also enhances the ability to have a deeper oversight of the programs from the student's perspectives. Our students continue to be of varied ages – from high school to returning students in middle life career changes. She has also taken on the responsibility of all work experience students in our ED 280 course that are being placed in classrooms from birth to third grade.

She has continued ongoing participation in local and state wide professional development committees, specifically as a standing member of the Oregon Quality, Credentials and Pathways, the Child Care Resource & Referral Director's Coalition, and the Grand Articulation Summit annual meeting. These committees often lead to further

subcommittee work to meet the goals and work plans of the state Professional Development Committee.

She has also been very involved in the development and transition process that Oregon is currently going through as the Oregon Early Learning Council has been legislatively established to reorganize the early childhood system throughout the state.

Another statewide effort that she has been involved with has been the Inclusion Project. The goal is to ensure that all coursework in Early Childhood Education in Oregon has appropriate focus on inclusion work. Southwestern Oregon Community College was asked to be a participant as this work continues to roll forward.

Please update your program of studies

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. *Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.*

Describe any substantive changes in courses, field work, or in the program design.

Please see the response above to **#6 Have any new courses been added to your program?** (Pages 5– 6)

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

The Associate of Science degree, with an emphasis in Childhood Education and Family Studies, leads to a Baccalaureate degree in Human Development, Early Childhood Education, Social Science or a teaching certification. Students may petition for adjustments in the Southwestern Associate of Science degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in Education, Early Childhood Education, Family Studies, Human or Child Development. An advising agreement is in place with Eastern Oregon University for students working towards teacher certification. Eastern's newest distance education

degree of Liberal Studies with an Early Childhood Education emphasis articulates to our AS Degree. The AS degree is also articulated with Portland State University through their external degree program.

All coursework specific to Childhood Education and Family Studies degrees and certificates is offered online through Southwestern's e-SOCC online platform. The degrees are fully online.

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies (page 47) are now accredited through the National Association for the Education of

Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

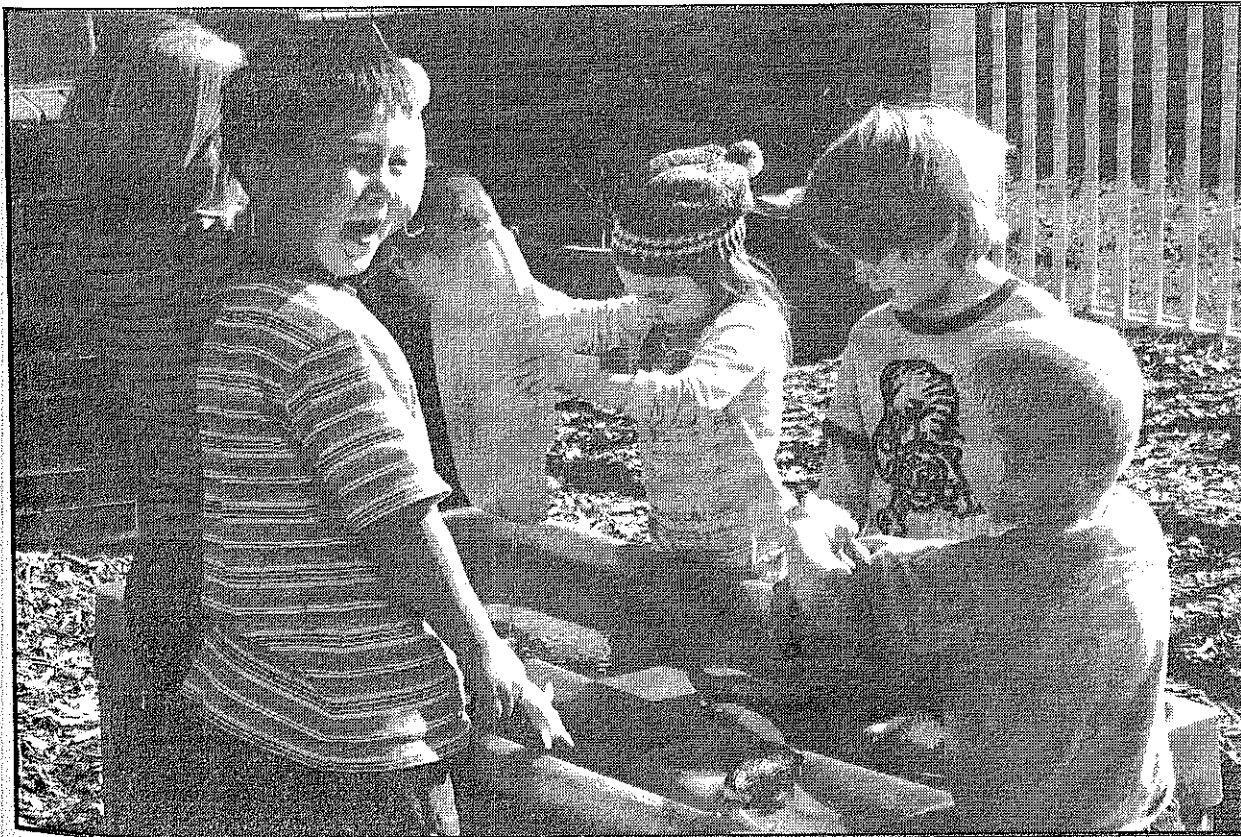
For further program information, please contact the Childhood Education Director at ece@socc.edu. Information online at <http://www.socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml>

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).



PROGRAM
REQUIREMENTS

CHILDHOOD EDUCATION AND FAMILY STUDIES

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

PROGRAM REQUIREMENTS

PREREQUISITES		CIS101 (2) Computers in Society	WR90 (3) Paragraph Fundamentals	MTH95 (4) Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	
PROGRAM REQUIREMENTS	FALL = 16 CREDITS	ECE150 (3) Introduction and Observation in ECE	WR121 (3) English Composition	HDFS225 (3) Prenatal, Infant and Toddler Development	ECE/ED151 (3) Guidance and Classroom Management ¹	(4) Lab Science Course ²
	WINTER = 16 CREDITS	ECE154 (3) Children's Literature and Literacy	WR122 (3) English Composition	HDFS247 (3) Preschool Child Development	ECE209 (3) Theory and Practicum I ¹	(4) Lab Science Course ²
	SPRING = 18 CREDITS	CIS120 (4) Concepts of Computing	WR123 (3) English Composition ³	HDFS229 (4) Development in Middle Childhood	ECE102 (3) Theory and Practicum II ¹	(4) Lab Science Course ²

50 CREDITS = FIRST YEAR TOTAL

FALL = 16 CREDITS	ED169 (3) Overview of Students with Special Needs	(3) Physical Education Course(s) ⁴	MTH111 (4) College Algebra ⁵	(3) Speech Course ⁶	(3) Arts and Letters Course ⁷
WINTER = 15 CREDITS	ED280 (3) Cooperative Work Experience	(3) Arts and Letters Course ⁷	(3) Arts and Letters Course ⁷	HDFS222 (3) Family Relations	(3) Specific Elective ⁸
SPRING = 15 CREDITS	HDFS140 (3) Contemporary American Families	(3) Specific Elective ⁸	(3) Specific Elective ⁸	HDFS285 (3) Professional Issues in Early Childhood Ed.	ED258 (3) Multicultural Education ⁹

65 CREDITS = SECOND YEAR TOTAL

97 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

ADDITIONAL NOTES:

1. ECE/ED151 and ECE209 require a minimum grade of C- in the course.

2. Lab Science Course must be a science course with a lab component.

3. WR123 is required for students who do not take WR122.

4. Physical Education Course(s) must be a course with a lab component.

5. MTH111 is required for students who do not take MTH95.

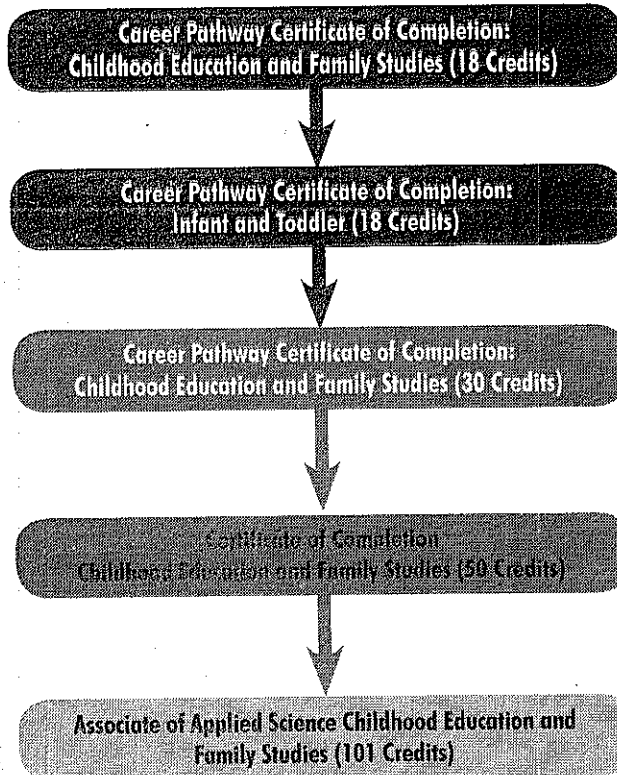
6. Speech Course must be a course with a lab component.

7. Arts and Letters Course must be a course with a lab component.

8. Specific Elective must be a course with a lab component.

9. ED258 is required for students who do not take ED169.

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES



The Associate of Applied Science in Childhood Education and Family Studies prepares students to work in a variety of educational and child care settings, including preschool, day care, private kindergarten and as a para-professional in the public schools. This degree offers students the opportunity to gain enhanced practical experience through practicum and student teaching courses. This degree program is closely articulated with Southern Oregon University's Early Childhood Development program. Students who transfer to Southern Oregon University, and are accepted into the program, should be able to complete requirements for the baccalaureate degree with two additional years of course work. This degree is offered as an online degree through Southwestern Oregon Community College and is also articulated

with the distance education department at Portland State University leading to a Bachelors of Social Science with an Early Childhood certificate; with careful course work choices, all lower division requirements will be met at transfer.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Devise ways to build partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. (NAEYC Associate Degree Program Standard 3)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)
- Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. (NAEYC Associate Degree Program Standard 4)
- Demonstrate an understanding of professionalism and advocacy, applying

ethics to situations they encounter. (NAEYC Associate Degree Program Standard 5)

- Be prepared for transfer to Portland State University External Degree Programs to pursue articulated transfer to Bachelor of Social Science with a Certificate in Early Childhood Education.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS*9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Childhood Education and Family Studies degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Prior learning credits can be requested for ECE100, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

PROGRAM
REQUIREMENTS

CHILDHOOD EDUCATION AND FAMILY STUDIES

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES

PREREQUISITES

CIS101 (2)
Computers in Society

WR90 (3)
Paragraph Fundamentals

Reading Score of
ASSET39 COMPASS69

FALL = 18 CREDITS

ECE150 (3)
Introduction and
Observation in ECE

ECE/ED151 (3)
Guidance and Classroom
Management¹

HDFS225 (3)
Prenatal, Infant and
Toddler Development

MTH70 (4)
Elementary Algebra²

CIS120 (4)
Concepts of Computing

PE185 (1)
Physical Education³

WINTER = 16 CREDITS

ECE154 (3)
Children's Literature
and Literacy

ECE209 (3)
Theory and Practicum I¹

HDFS247 (3)
Preschool Child
Development

MTH94 (4)
Intermediate Algebra I²

WR121 (3)
English Composition

SPRING = 16 CREDITS

HDFS140 (3)
Contemporary American
Families

ECE102 (3)
Theory and Practicum II¹

HDFS229 (3)
Development in
Middle Childhood

FN225 (4)
Nutrition

SP100 (3)
Basic Speech
Communication⁴

50 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 3 CREDITS

ED258 (3)
Multicultural Education⁵

FALL = 16 CREDITS

ECE152 (3)
Creative Activities

ECE163 (3)
Preschool Practicum

ED169 (3)
Overview of Students with
Special Needs

BA285 (3)
Human Relations in
Organizations

(3)
Elective⁶

PE185 (1)
Physical Education³

WINTER = 16 CREDITS

ECE261 (6)
Student Teaching I, ECE

HDFS222 (3)
Family Relations

ECE240 (3)
Lessons and Curriculum
Planning

(3)
Elective⁶

PE185 (1)
Physical Education³

SPRING = 16 CREDITS

ECE262 (6)
Student Teaching II, ECE

HDFS285 (3)
Professional Issues in ECE

ECE170 (2)
Health and Safety
in Early Childhood⁷

(2)
Specific Elective⁸

(3)
Elective⁶

51 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

101 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM
REQUIREMENTS

CHILDHOOD EDUCATION AND FAMILY STUDIES

CAREER PATHWAY CERTIFICATE OF COMPLETION INFANT AND TODDLER DEVELOPMENT

PROGRAM REQUIREMENTS

The Career Pathway Certificate of Completion: Infant Toddler Development offers students a well rounded understanding of the physical, cognitive and social development of infants and toddlers, and how to put that knowledge into appropriate practice, by offering a combination of lecture and practicum courses. The practicum experience is embedded in a foundation of basic early childhood education, child and early literacy development and family relations courses. Coursework includes a focus on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have an understanding of, and ability to, practice within an infant toddler classroom including culturally relevant activities, to meet each child's individual developmental needs and to be able to create a healthy, respectful, supportive and challenging learning environment. (NAEYC Standard 1)

- Have an understanding of, and ability to, create and participate in respectful, reciprocal relationships with family members of infants and toddlers. (NAEYC Standard 2)
- Have an understanding of and skills to participate in effective observation and assessment of infants and toddlers. (NAEYC Standard 3)
- Be able to integrate knowledge of family relations, child development and developmentally appropriate practices to offer an effective infant toddler teaching and learning environment. (NAEYC Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDF59284

Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Infant and Toddler Development is awarded.

This certificate meets all training requirements for an Infant and Toddler CDA (Child Development Associate) Credential.

FALL = 6 CREDITS

ECE150 (3)
Introduction and
Observation in ECE

HDFS225 (3)
Prenatal, Infant, and
Toddler Development

WINTER = 9 CREDITS

ECE161 (3)
Infant and
Toddler Practicum I

ECE154 (3)
Children's Literature
and Literacy

HDFS222 (3)
Family Relations

SPRING = 3 CREDITS

ECE162 (3)
Infant and
Toddler Practicum II

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT

Chart of Key Assessments, Aligned with Accreditation Standards and Skills
 Sample Chart of Assessments and Evidence, with candidate performance data
 Sample use of data for continuous program improvement and innovation

CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS											
Write a short title for each of your key assessment (portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers.											
Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.											
STD = standards 1-6, SS = Supportive Skill 1-5											
Assessment title	STD1	STD2	STD3	STD4	STD5	STD6	SS 1	SS 2	SS 3	SS 4	SS 5
1. Capstone Portfolio	√	√	√	√	√	√	√	√	√	√	√
2. Lesson plans	√		√	√	√	√	√	√	√	√	√
3. Advocacy Project	√	√	√	√	√	√	√	√	√	√	√
4. Case Study	√	√	√	√	√	√		√	√	√	
5. Inclusion Debate	√	√	√	√	√	√	√	√	√	√	√

Are there any substantive changes in the chart above? No Yes

If yes, please summarize briefly.

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on Candidate performance.

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE										
Key Assessment # <u>5</u>										
<p>Briefly describe the assignment and list the courses that use this assignment</p> <p>This assignment is for our Inclusion Debate that is assigned in our ED 169 Overview of Students with Special Needs course. The data is from Fall 2011.</p>										
<p>Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity</p> <p>STD = standards 1-6, SS = Supportive Skill 1-5</p>										
STD1	STD2	STD3	STD4	STD5	STD6	SS1	SS2	SS3	SS4	SS5
√	√	√	√	√	√	√	√	√	√	√
<p>Briefly summarize candidate performance data from this assessment. If your program has not yet collected data, explain why.</p> <p>Performance data showed that 14 students completed this key assessment.</p> <p>The assessment was worth a total of 250 points.</p> <p>Eight students received 250 points, and two received 248 points.= A grade</p> <p>One student received 188 points. = C grade</p> <p>The remaining three received 146, 100 and 96 points. = F grade</p>										

Describe how data are used to improve the program

By looking at the data, we determined that the assignment offered the majority of our students the opportunity to showcase their understanding of inclusion as it related to the early childhood education field. As with any class group – there is a variance of academic ability. The three students who failed this key assessment did not complete and submit the assignment. One of the students that did not complete the assignment is an ELL student.

This data will be used to improve our presentation of the assignment for the upcoming year. We will present this to students with this data to show them that all of them have the ability to complete this key assessment successfully if they complete all of the required elements and submit them for grading. We will also be aware of any ELL students who may need to be directed to further resources or assistance to be successful.

We have also noted that with all the elements of the course, a student may fail the Key Assessment and still pass the course with a C. We will consider this with our advisory committee and suggest that we make a stipulation for courses that include Key Assessments, stating in the syllabi that a student must pass the Key Assessment included in the course with a C or better to complete the course.

Our goals are of student success will then be balanced with our goal of preparing students to enter the work force with the knowledge and skills that they will need to work within the profession.

Attach or insert:

The directions or guidelines for the Key Assessment as they are given to candidates

The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment

Data table for this assessment showing two applications of the assessment. This information must be disaggregated by Standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

Inclusion Virtual Debate Information for ED 169

Upon completion of this lesson, students will be able to:

- Use information from the internet to form a position statement
- Synthesize information from multiple sources into a solid argument
- Describe, rebut and defend some of the pro and con issues related to Inclusion.

Problems used and questions asked:

- What are the pro and con issues surrounding inclusion of young children (ages 0-7) with disabilities?

Materials and Duration:

- The introduction to this activity proceeds throughout all the modules (1-3).
- This assignment begins the first week of class, with students' meeting with their group, making plans for the discussion forum debate and beginning the research for their position statements.
- The assignment culminates with posting of position statements during week ten on the discussion forum. (Instead of taking a final exam, you will participate in this debate via the discussion forum.)

Background information / Description of Assignment:

1. You will begin by researching articles about inclusion to help you begin to understand some of the issues surrounding that topic.
2. You will either be assigned a "pro" or "con" point of view. In other words, you are either for or against including children with disabilities in regular classrooms. I sometimes have students who are concerned about being assigned to a side of this topic they may not personally agree with. Part of the learning process of being able to defend your beliefs is being able to understand ALL sides of the issue. This is one of the main purposes of this assignment!
3. You will be meeting with your group through ANGEL in emails, chats and your group Wiki.
4. You will have to spend a considerable amount of time on the Internet researching for other sites and articles related to their stance.
5. This debate will be "virtual". Unlike typical debates where students speak their positions, rebuttals and defenses, the debate activity will take place on the discussion forum. Each group will post their position statement. You will then respond to three fellow students with opposing views- these are your rebuttals. You must also defend any opposing views to your position statement.
6. each student will ALSO turn in a paper on Inclusion. This paper is due by Sunday of week 10.

Assessment: Students will be assessed on their written position statement on the ANGEL site according to the grading rubric provided, their counter-arguments to their fellow classmates' position statements, and their overall participation in the debate. In addition, there will be a self-assessment and a peer assessment based on participation in the group portion of this assignment. (See grading rubrics at the end of this document)

Student Steps in the Inclusion Virtual Debate Process

1. Research the topic in order to support or refute the real-world issue of inclusion. You will be teamed with a small group during the first week of class to help with the research and for the Debate Discussion Forum segment. Be sure to coordinate with your group on the following:

2. Within your group, you will cooperatively decide what the main issues on your side of the topic are. Each group member will be assigned one or more of these issues. Each group member will write their section of the position statement about their assigned section(s) of the argument. Each student should select at least 2 articles for their position statement, and they should be different from the other group members. You must submit your sources in either APA or MLA format (APA preferred). **BE SURE TO EXCHANGE CONTACT INFORMATION WITH YOUR GROUP MEMBERS!** – phone, chat, email, text, Skype.... Use technology to your advantage in this assignment!

3. Meet with your group periodically and check email and the blog from your group section. To be successful, your group must work together throughout the quarter.

3. During the final week of classes (week ten), each GROUP will post their position statement on the discussion board, and each STUDENT will respond to three opposing arguments with pertinent facts (Rebuttals), and finally defend all opposing arguments to their own position statement – each group does not have to defend ALL the arguments – just be sure that within your group, each one has been rebutted.

4. Each student will submit:

A. A 3-4 page paper (double-sided) on Inclusion. This paper will cover the topic on both sides of the argument. You will include what you learned about Inclusion during this quarter. (worth 100 points and due on Sunday of Week Ten.)

B. "Peer and Self Assessment" of the group work throughout the quarter (Due on the last day of final's week – a Thursday).

Debate Definitions for the Purpose of this Assignment:

Debate: an informal contest in which the affirmative and negative sides of a proposition are advocated by opposing groups.

Rebuttal: the speech act of refuting by offering a contrary contention or argument

Defense: Use of facts to support your point of view; showing the main differences between two things.

ASSESSMENT:

Group POSITION STATEMENT	50 points
RESPONSES TO OTHER'S POSITION STATEMENTS ON THE DISCUSSION BOARD	50 points – you are graded on your individual responses during this segment.
REBUTTALS TO THOSE OPPOSING YOUR POSITION STATEMENT ON THE DISCUSSION BOARD	
YOUR INCLUSION PAPER	100 points
YOUR GROUP and SELF ASSESSMENT OF WORK THROUGHOUT THE QUARTER	50 points
TOTAL POSSIBLE:	250 points

EVALUATION OF YOUR POSITION STATEMENT.

Your Position Statement is **not a term paper**. It needs to be concise. I do not want to put a page number limit, because each group should decide among themselves how long this should be in order to state their position accurately.

Group Members:

POSITION STATEMENT RUBRIC: scored by INSTRUCTOR				
Category/NAEYC Standard/ Supportive SKILLS	Unsatisfactory: 0 points	Partial Points	Excellent: Full Points	GROUP SCORE
RESEARCH SKILLS Standard 4C; Skills 2,3	The research results did not relate to the essential questions &/or did not result in appropriate information.	Some of the research related to the topic and were effective and appropriate.	The research results related to the essential questions & resulted in appropriate information being used.	/10
ORGANIZATION Skill 3	The Position Statement did not cite sources, &/or did not use APA or MLA format.	One source per member used and/or partially correct formatting of APA or MLA.	The Position Statement included citation formats for 2 or more sources per group member; summarized & used format models (APA or MLA) correctly.	/10
ANALYSIS / SYNTHESIS Standard 5D; Skills 3,4	The <i>Position Statement</i> did not provide a variety of valid points & was not relevant or sufficient to answer the essential questions for the argument.	Some valid points &/or answered some questions.	The <i>Position Statement</i> provided a variety of valid points & was relevant and sufficient to answer the essential questions for the group/student's argument.	/10
DRAFTING / EDITING Skill 3	Many grammar and spelling errors.	Some grammar / spelling errors.	The Position Statement demonstrated a high level of use of correct language arts mechanics	/10
ORGANIZATION / SYNTHESIS Standard 4C; Skills 2,3,4	The Position Statement did not flow from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	The Position Statement sometimes grabbed attention and parts of it flowed together.	The Position Statement flowed from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	/10
Total				/50

DISCUSSION FORUM RUBRIC: Scored by INSTRUCTOR				
Category/NAEYC Standard/ Supportive SKILLS	Unsatisfactory: 0 points	Partial Points	Excellent: Full Points	SCORE
Category 1: Posting Position Statement (YOUR INITIAL POST)				
Promptness and Initiative <i>Standard 5b: upholding professional guidelines</i>	Delays in posting first response or does not post.	Posts position statement 1 day late. Posts replies and rebuttals very late in week ten, not allowing fellow students time to reply.	Posts position statement By Tuesday of week 10; Each group member loses points when statement is posted late~ Demonstrates good self-initiative & timeliness in posting Replies & Rebuttals.	/5
2: Responses to Classmates Posts (Rebuttals) and to Posts made to their Position Statement (Defenses)				
Promptness and Initiative <i>Standard 5b: upholding professional guidelines</i>	Delays in posting rebuttals or does not respond.	2- 3 rebuttals. Posts initial responses to classmates well before the end of the module. (Waiting until a day or 2 before the due date to try to respond to everything will result in partial points because this does not allow classmates ample time to respond back!)	Posts AT LEAST 3 thoughtful & complete RESPONSES to students with the opposing view (Rebuttals). Posts responses consistently throughout the module time period. Demonstrates good self-initiative.	/5
Relevance of Posts <i>Standard 4c: understanding content knowledge in early education</i> <i>Supportive Skill 4: making connections between prior knowledge/experience and new learning</i>	Posts content which do not relate to the topic. Posts are short and/or remarks irrelevant. Student makes no reference to topic. Is not demonstrating comprehension and/or reflecting on topic or general EC knowledge. Minimal or no response.	Frequently posts content related to topic and prompts further discussion of topic. Post touches upon the topic. Comprehends the surface level meaning of texts and begins to relate issues to general knowledge of EC Education.	Consistently posts content related to topic. Posts indicate the ability to relate to and interpret satisfactorily the materials studied. Is able to make suitable inferences & comprehends the meanings consistently, thus demonstrating insight & relevance to EC education.	/20
Expression within the posts <i>Standard 1a, 1b</i> <i>Supportive Skill 1: Self-Assessment</i>	Does not express opinions or ideas clearly, and/or no connection to topic or EC development.	Posts are vaguely connected to the topic & EC Development, evidenced in minimal expressions of opinions and/or ideas. Opinions and ideas are stated clearly with occasional lack of connection to topic.	Expresses opinions and ideas in a clear, concise manner with an obvious & understandable connection to topic & to EC development. Student demonstrates personal growth & awareness of the topic	/20
TOTAL POINTS:				/50

Individual Inclusion Paper Rubric

Criteria / Standards	Unsatisfactory – 0 Points	Partial Points	Excellent – Full Points	POINTS
Research: <i>Standard 1: Knowing & understanding young children's characteristics & needs</i>	0 pts: Articles used as sources are not valid based on criteria for assignment.	Articles alludes to some related issues, but also includes information which does not pertain to the topic.	Articles are valid based on the criteria for the assignment.	/10
Introduction: Description of the topic material <i>Supportive Skill 3: Written and Verbal Skills</i>	0 pts: Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the paper.	/15
Body & Coverage of Content: Flow of the Paper <i>Supportive Skill 3: Written and Verbal Skills</i>	0 pts: The paper appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted or greatly run-on. Too long or too short.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in a concise manner.	The paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. All pertinent content required is covered in depth without being redundant. Significance is unquestionable. 3-4 pages in length, with no more than 4 pages total.	/30
Conclusion: A synthesis of ideas <i>Supportive Skill 3: Written and Verbal Skills</i>	0 pts: There is no indication the author tried to synthesize the information or make a conclusion based on the topic.	The author provides concluding remarks that show an analysis & synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the paper.	The author was able to make succinct & precise conclusions relevant to the topic. Insights are appropriate. Conclusions are strongly supported in the paper.	/15
Clarity of writing and writing technique <i>Supportive Skill 3: Written and Verbal Skills</i>	0 pts: It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	/20
Citations/References/ Grammar: Proper Citing of references <i>Supportive Skill 2: mastering and applying foundational concepts from general education</i>	0 pts: Citation errors: Invalid website addresses for referenced material and/or works referenced were not cited; And/or many grammar &/or spelling errors.	Citations within the body of the paper and a corresponding reference list were presented. Some formatting problems exist, or components were missing; And/or 4-6 grammar/spelling errors.	Citations of referenced material were included and valid (MLA or APA format). Sources are cited when specific statements are made; Less than 3 grammar /spelling errors.	/10
Additional Instructor Comments: on the back				/100
TOTAL:				/100

Group and Self Assessment: Each student Scores one of these rubrics. It is available ONLINE with fill in the blanks!

List your Group Member's Names here:

Member #1

Member #2

Member #3

Your Name:

CATEGORY	Full Points	Partial Points	Unsatisfactory (0 Points)	TOTAL	
Contributions / Quality of work <i>Standards 4c, 5b; Skills 2,3,4</i>	Routinely provides useful ideas when participating in the group discussions. A definite leader who contributes a lot of effort &/or provides work of the highest quality.	Sometimes provides useful ideas for the group discussion. A group member who does the very minimum of what is required. &/or provides work that needs to be checked/ redone by other group members to ensure quality.	Rarely provides useful ideas when participating in the group discussion. May refuse to participate. &/or Provides work that usually needs to be checked/ redone by others to ensure quality.	Member 1	/10
				Member 2	/10
				Member 3	/10
				Self	/1
Time-management <i>Standard 5b; upholding professional guidelines</i>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.	Member 1	/10
				Member 2	/10
				Member 3	/10
				Self	/1
Problem-solving / Attitude <i>Skills 2,3,4</i>	Actively looks for and suggests solutions to problems. Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Refines solutions suggested by others, or willing to try out suggestions of others, but does not make suggestions. &/or rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Does not try to solve problems or help others solve problems; or lets others do the work; &/or often is publicly critical of the project or the work of other members of the group. Often has a negative attitude.	Member 1	/10
				Member 2	/10
				Member 3	/10
				Self	/1
Focus on the task / Preparedness / Pride <i>Standard 5b;</i>	Consistently stays focused on the task and what needs to be done. Very self-directed. Posts needed materials and is always ready to work. Work reflects this student's best efforts.	Focuses on the task & what needs to be done most of the time. Other group members can count on this person most of the time. Almost always posts needed materials & is ready to work. Work reflects some effort from this student.	Rarely focuses on the task or what needs to be done. Lets others do the work. Often forgets to post materials or is rarely ready to work. Work reflects very little effort on the part of this student.	Member 1	/10
				Member 2	/10
				Member 3	/10
				Self	/1
Working with Others <i>Skills 2,3,4</i>	Almost always listens to, shares with, & supports the efforts of others. Tries to keep people working well together. Does not try to "take over" the group by making all the decisions.	Often listens to, shares, with, and supports the efforts of others. Does not often cause "waves" in the group.	Rarely listens to, shares with, or supports the efforts of others. Often not a good team player, or completes the work without asking for input from group members.	Member 1	/10
				Member 2	/10
				Member 3	/10
				Self	/1
Total Points				Member 1	/50
				Member 2	/50
				Member 3	/50
				Self	/5



Fall 2010
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Student's Name:
I. Miyu Arai

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

Fall 2010
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AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

2. Danielle Bliss

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

Did not turn this in - 0%

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d	X	
Skill 1	X	
Skill 2		X
Skill 3	X	
Skill 4	X	
Skill 5		X

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

3. Janelle Brandt

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

AAS

Student's Name:

4. Amy Brink

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

5. Danielle Dooley (UCC)

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2. REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4	X	
Skill 5		X

Danielle did not work with her group, but did participate in the debate and prepare an individual statement.

AAS

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

6. Marci Dudley

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSEx (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

7. Jason Greer

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4		X
Skill 5		X

Jason did not complete any of this assignment's components - received an F in the course.

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

B. Amanda Henderson

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>		X

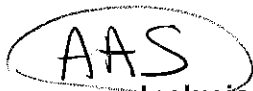
	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3		X
Skill 4	X	
Skill 5	X	



Student's Name:

9. Vicki Hennessey

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

UCC

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

ID. Sonja McIlvain (UCC)

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2. REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

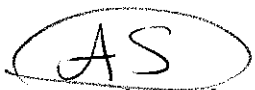
*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4		X
Skill 5		X

Sonja did not participate in any of this assignment and received a grade of F in the course



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:
H. Kanoe Padeken

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

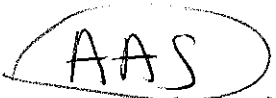
	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:
12. Carla Qualey

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3</i>	X	
Conclusion: <i>Skill 3</i>	X	
Clarity / Technique <i>Skill 3</i>	X	
Citation / Grammar: <i>Skill 2</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:
13. Ashlee Reed

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4		X
Skill 5		X

Ashlee did not complete any of this assignment's components - received an F in the course.

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

14. Joanna Schindler
Schindler

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

AS

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

15. Jennifer Thomas

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

AOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:
16. Valorie Tolle

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>		X

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		X
Time-management <i>Skill 1</i>		X
Problem-solving / Attitude <i>Skill 1</i>		X
Focus / Preparedness / Pride <i>Skill 1</i>		X
Collaboration <i>Skill 1</i>		X

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3	X	X
Skill 4		X
Skill 5		X

Valorie only turned in an individual paper - did not participate in the rest of the debate.

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

17. Treva Toloy

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>		X
ORGANIZATION <i>Skill 5</i>		X
ANALYSIS / SYNTHESIS <i>Standard 5d</i>		X
DRAFTING / EDITING <i>Skill 3</i>		X
ORGANIZATION <i>Skill 2</i>		X

	1*	2*
Research: <i>Standard 3a</i>		
Introduction: Description of the topic material <i>Skill 3</i>		
Body of the Paper <i>Skill 3:</i>		
Conclusion: <i>Skill 3:</i>		
Clarity / Technique <i>Skill 3:</i>		
Citation / Grammar: <i>Skill 2:</i>		

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		
Relevance <i>Skill 4</i>		
Expression <i>Standard 1a</i>		

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>		X
Time-management <i>Standard 5b</i>		X
Problem-solving / Attitude <i>Skill 3</i>		X
Focus / Preparedness / Pride <i>Standard 5b</i>		X
Collaboration <i>Skill 3</i>		X

	1*	2*
Contributions / Quality of work <i>Skill 1</i>		
Time-management <i>Skill 1</i>		
Problem-solving / Attitude <i>Skill 1</i>		
Focus / Preparedness / Pride <i>Skill 1</i>		
Collaboration <i>Skill 1</i>		

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes
INCOMPLETE --

	1. Met	2. NOT Met
Standard 1a		
Standard 3a		
Standard 4c		
Standard 5b		
Standard 5d		
Skill 1		
Skill 2		
Skill 3		
Skill 4		
Skill 5		

Treva received an incomplete in the course and her data will be available at a later date. She will not be able to participate in the group sections, but will have an alternate assignment for the discussion.

AAOT/Other

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:
IB. Mason Yates

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4:</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard 1a	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

AS

Student's Name:
Tanya Black 248/250
Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Fall 2011
(pages 1-16)
beginning here
Self Assessment →

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

Fall 2011
↓

No selected major

Student's Name:

Flavia Finn
146/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

DISCUSSION FORUM

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>		X

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>		X

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Student's Name:

AAOT

Hannah Floyd
188/250 Group Position
Statement

Ind. Inclusion Paper

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

DISCUSSION FORUM

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time- management <i>Standard 5b</i>	X	
Problem- solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>		X

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time- management <i>Skill 1</i>	X	
Problem- solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for
the outcome
*2 - did not meet the
criteria

Student's Name:

Undecided

Jacqui Gilman
100/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>		X

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

Student's Name:

Ind. Inclusion Paper

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

DISCUSSION FORUM

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	x	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Student's Name:
Sharalyne Judge
248/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	x	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

other

Melissa Lawrence
96/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4C</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>		X
Introduction: Description of the topic material <i>Skill 3</i>		X
Body of the Paper <i>Skill 3:</i>		X
Conclusion: <i>Skill 3:</i>		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: <i>Skill 2:</i>		X

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>		X
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>		X
Relevance <i>Skill 4</i>		X
Expression <i>Standard 1a</i>		X

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>		X

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

Student's Name:

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

Student's Name:
Anne Obrien
250/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Undecided

Judith Reddle

250/250

Group Position Statement

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome

*2 - did not meet the criteria

AS

Amanda Schreiber
250/250
Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	x	

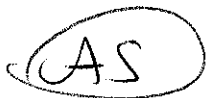
Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria



Jaime Simpson
250/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
*2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
1. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

AAS

Student's Name:

Molly Steele

250/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

*1 = met the criteria for the outcome
 *2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	x	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time-management <i>Standard 5b</i>	X	
Problem-solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time-management <i>Skill 1</i>	X	
Problem-solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

Undecided

Gary Wilson
250/250

Group Position Statement

	1*	2*
RESEARCH <i>Standard 4c</i>	X	
ORGANIZATION <i>Skill 5</i>	X	
ANALYSIS / SYNTHESIS <i>Standard 5d</i>	X	
DRAFTING / EDITING <i>Skill 3</i>	X	
ORGANIZATION <i>Skill 2</i>	X	

Ind. Inclusion Paper

	1*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material <i>Skill 3</i>	X	
Body of the Paper <i>Skill 3:</i>	X	
Conclusion: <i>Skill 3:</i>	X	
Clarity / Technique <i>Skill 3:</i>	X	
Citation / Grammar: <i>Skill 2:</i>	X	

DISCUSSION FORUM

	1*	2*
I. POSITION (YOUR INITIAL POSTANDARD)		
Promptness / Initiative <i>Standard 5b</i>	X	
2:REBUTTAL / DEFENSE (Responses)		
Initiative <i>Standard 5b:</i>	X	
Relevance <i>Skill 4</i>	X	
Expression <i>Standard 1a</i>	X	

Peer Assessment

	1*	2*
Contributions / Quality of work <i>Standards 4c</i>	X	
Time- management <i>Standard 5b</i>	X	
Problem- solving / Attitude <i>Skill 3</i>	X	
Focus / Preparedness / Pride <i>Standard 5b</i>	X	
Collaboration <i>Skill 3</i>	X	

Self Assessment

	1*	2*
Contributions / Quality of work <i>Skill 1</i>	X	
Time- management <i>Skill 1</i>	X	
Problem- solving / Attitude <i>Skill 1</i>	X	
Focus / Preparedness / Pride <i>Skill 1</i>	X	
Collaboration <i>Skill 1</i>	X	

*1 = met the criteria for
the outcome
*2 - did not meet the
criteria

Key Assessment #5
 ED 169 Inclusion Debate

Fall 2010		
AS Students	met all criteria	did not meet criteria
Kanoe Padeken	x	
Jennifer Thomas	x	
AAS Students		
Miyu Arai	x	
Amy Brink	x	
Marci Dudley	x	
Vickie Hennessey	x	
Carla Qualey	x	
Fall 2011		
AS Students	met all criteria	did not meet criteria
Tanya Black	x	
Amanda Schreiber	x	
Jaime Simpson	x	
AAS Students	met all criteria	did not meet criteria
Anne O'Brien	x	
Molly Steele	x	

All of our program students met all criteria.

We have many students who are not our declared majors, but are in our program as undecided as they have not yet completed the admissions process, are AAOT - Oregon transfer degree students who are working towards elementary education certification, etc...

SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. Describe how you are collecting data from key assessments.

Our data from our Key Assessments is informing us in a quantitative way regarding the process of teaching and learning. Our interactions with students and their ongoing reflections and work inform us in a more qualitative manner. Our data is collected by instructors as they are assessing and grading assignments in their courses. The data is then submitted to the Childhood Education Director to be gathered for future aggregation and study by the faculty team. The data helps us as instructors to see where we can improve our delivery and instruction, and where we can assist students to improve their work to better represent their learning process.

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your Candidates' performance or your program context provided the impetus for making this change?

Our online students were having difficulty getting all the required assignment completed in a timely manner. This was affecting their grades and progress. Based on this performance indicator, online courses were converted from modules that covered several weeks of work to weekly learning plans. This was to help students pace themselves and keep up on coursework assignments. Although the modules were great because each sub-topic was addressed in a module (which allowed the objectives to be grouped by topic), it was found that students were seeing that assignments were not due for several weeks,

and leaving them until they were scrambling to complete the assignments. A noticeable improvement was seen immediately from this change and student feedback was positive.

In addition to this major change in course delivery, changes were made in the text for HDFS 285 because it was dated 2000. Course outlines have also been updated to more closely align with NAEYC Standards.

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit Candidate performance data from two applications of each key assessment at renewal of accreditation.

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your Accreditation Decision include Conditions? No Yes

If no, your report is complete.

If yes, copy and paste the condition statement(s) here exactly as it appears on the decision report cover page.

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first annual report must document progress. The second annual report must satisfactorily address conditions in order to maintain accreditation status.