

HDFS 1023.001: Assessment & Observation

Instructor Contact

Name: Payton Birlew, M.S., CFLE

Pronouns: she/her

Office Location: Matthews Hall 322-DA

Office Hours: Mondays & Wednesdays 9:30-11:00 AM; Tuesdays 11:30 AM-2:30 PM

(Also available for virtual or in-person meetings by appointment)

Email: Payton.Birlew@unt.edu

Communication Expectations: You may email me, message me via Canvas, or post a question to the “Course Questions” discussion board. Students can expect to hear back from the instructor within 24 hours *(excluding weekends)* of sending an email/message/discussion post.

Course Meets: Tuesdays and Thursdays | 9:35-10:55 AM

Class Meeting Place: MATT 306 (Matthews Hall)

Course Description

This course is designed as an introductory level course on assessing child development, primarily focused on child observation methods. Topics cover developmental assessment of infants, children, and adolescents and include methods, reading, and reporting of research in human development and family science. HDFS majors should plan to take this course in their first year. 3 hours.

Course Structure

This course will be 100% face-to-face instruction. Students are responsible for attending class consistently on Tuesdays and Thursdays from 9:35-10:55 AM, keeping up with assigned readings and course assignments, and participating in in-class discussions and activities. **You must consistently attend class to be successful in this course; if you are unable to attend and participate in class on our scheduled days and times, you should not take this course.**

Course Prerequisites

This course has no prerequisites.

Course Objectives

Upon successful completion of this course, the learner will be able to...

1. Describe the purposes and processes of child assessment in determining children’s developmental progress and learning needs.
2. Explain how key theories and stages of child development inform assessment practices.
3. Evaluate the appropriateness of various standardized and non-standardized assessment tools, such as developmental screenings, diagnostic assessments, and curriculum-based assessments, for specific purposes and developmental levels.
4. Explain how validity and reliability impact the accuracy and effectiveness of child assessments.
5. Use various observational techniques, including anecdotal records, checklists, rating scales, and running records, to record and interpret observations of child behavior.
6. Select and implement an appropriate observational method based on the context and goals of the observation.

Required Text for Purchase:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

American Psychological Association.

Main Texts (assigned excerpts will be provided on Canvas; full texts are also available online):

Fawcett, M., & Watson, D. (2016). *Learning through child observation* (3rd ed.). Kingsley.

Peterson, G., & Elam, E. (2020). *Observation and assessment in early childhood education*. LibreTexts.

[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_\(Peterson_and_Elam\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam))

Snow, C. E., & Van Hemel, S. B. (2008). *Early childhood assessment: Why, what, and how*. Washington, DC: National Academies Press.

Washington State Office of Superintendent of Public Instruction (2008). *A guide to assessment in early childhood:*

Infancy to age eight. Retrieved from:

<https://wvde.state.wv.us/oel/docs/Washington%20Assessment%20Guide.pdf>

Course Requirements

- 1. Course Engagement Activities (15 x 10 points = 150 points):** Because HDFS 1023 is an applied course, much of your learning will happen through guided practice, discussion, and application during our class meetings. On most class days, you will complete a Course Engagement Activity (CEA) designed to help you apply course concepts, check your understanding, practice important assessment and observation skills, and prepare for larger assignments and exams.
CEAs may include brief learning checks or written responses, assessment scenarios, observation practice, application exercises, reflections, paired discussions, small-group activities, or other activities related to the material we are learning. **These activities are intended to give you opportunities to practice using course concepts rather than simply hearing about them.**
CEAs are completed during class and are due on the day they are assigned. To receive credit, you must be present and actively participate when the activity takes place. If you are absent, arrive after an activity has already been completed, or leave before an activity takes place, you will not be able to earn credit for that activity. CEAs are not routinely reopened or completed outside of class. Exceptions will only be considered when a documented university-excused absence or approved university accommodation specifically applies to the missed class. There are multiple CEA opportunities throughout the semester, so an occasional missed activity will not prevent you from being successful in the course. However, because CEAs make up a significant portion of your course grade, consistently attending and participating in class is important.
- 2. Assessment Planning Presentation (100 points):** Working in groups of 2–3, students will research a child or adolescent assessment instrument and deliver a brief class presentation evaluating its purpose, administration, technical quality, appropriate uses, limitations, and practical considerations. Groups will apply course concepts—including assessment purpose, developmental theory, reliability and validity, and individual and contextual factors—to determine when, why, and for whom the instrument would be an appropriate assessment choice. Detailed assignment instructions and a grading rubric are available on Canvas. **Assessment Planning Presentations will take place during class on October 6th and October 8th.**
- 3. In-Class Observation Assignment (100 points):** We will conduct an in-class child observation in which you will apply the observation methods and skills we have practiced throughout the course to systematically collect and record high-quality observational data. Using the data you collect, you will complete an Observation Report that

includes an observation planning sheet, your observation record(s), and interpretation and reflection questions designed to help you evaluate both what you observed and the observation process itself. A grading rubric and detailed assignment instructions are available on Canvas.

In-Class Observation: Thursday, November 12th

In-Class Observation Report Due: Sunday, November 22nd

4. **Out-of-class Observation Assignment (100 points):** For this assignment, you will independently plan and conduct an observation of a child outside of class. You will develop a focused question about the child, select and justify an observation method appropriate for answering that question, systematically collect and interpret observational data, and reflect on what you learned about both the child and the observation process. Your final Observation Report will include an observation planning sheet and rationale, observation record(s), a one-page interpretation supported by appropriate outside sources cited in APA format, and a one-page reflection; a grading rubric and detailed assignment instructions are available on Canvas.

Out-of-Class Observation Report Due: Sunday, December 6th

5. **Final Exam (100 points):** The cumulative Final Exam will assess your understanding and application of major concepts from Weeks 1–16, including both assessment and observation content. The timed exam will be completed online through Canvas using Respondus LockDown Browser and may include multiple-choice, true/false, matching, fill-in-the-blank, and short-answer/essay questions; additional exam procedures and permitted resources are described in the Examination Policy below.

Final Exam Opens: Following our in-class review on Thursday, December 3rd

Final Exam Due: Saturday, December 5th at 11:59 PM

Summary of Course Requirements:

Course Engagement Activities	150 points
Assessment Planning Presentation	100 points
In-Class Observation Report	100 points
Out-of-Class Observation Report	100 points
Final Exam	100 points
<u>Total Possible Points:</u>	550 points

Grading

The following grading scale will be used:

A =	495 – 550 points
B =	440 – 494 points
C =	385 – 439 points
D =	330 – 384 points
F =	Below 330 points

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. **SPOT Evaluations will be open from November 17th-December 3rd.**

How to Succeed in this Course – Course Policies

Our Learning Environment

Culture of Respect

At the foundation of this course are the College of Education's values of equity, lifelong learning, wellness, and social connectedness. As the instructor, I am committed to fostering an inclusive learning environment. I value the diverse perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion.

Although dialogue is central to learning in this course, personal attacks are unacceptable. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please meet with me. We are all learning together. For more details: [Code of Student Conduct](https://studentaffairs.unt.edu/dean-of-students/conduct/index.html) (<https://studentaffairs.unt.edu/dean-of-students/conduct/index.html>)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.

Disability Accommodations

Anyone who feels they may need an accommodation based on the impact of a disability should contact the Office of Disability Access (ODA). I rely on the ODA for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the ODA, I encourage you to do so. I am also available to support you in that process. ODA website has instructions to register: <https://studentaffairs.unt.edu/office-disability-access/students/registerforservices/index.html>

Children in the Classroom

I recognize that childcare can fall through, leaving parents and caretakers in a bind. Children are welcome in the classroom in these instances. Consider sitting near the door and bringing activities as not to disrupt other students' learning. Please contact me if you have any questions.

Observance of Religious Holidays

If you plan to observe a religious holy day(s) that coincide with a class day, please contact me as soon as possible.

Food Pantry

If you need access to food, UNT hosts a food pantry at Crumley Hall (Diamond Eagle Student Resource Center). Students may visit the pantry once per week. Hours and contact information can be found online at the Division of Student Affairs website: <https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html>

Course Technology Policy

Access to the Internet can be a valuable aid to the classroom learning environment. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of social media, texting, or other off-topic diversions. ***If you choose to use your laptop in class and are using it for non-course purposes***

that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!

While technology can aid in note taking and participation, the use of technology to take pictures, video, or audio recording of this course is prohibited. Doing so will be considered a violation of the student code of conduct. I may ask you to leave class and make a referral to the Dean of Students.

From the University: Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Computer Skills & Digital Literacy

Students should be able to comfortably implement basic computer operations, including using email, navigating an internet browser, and attaching and downloading files. Students who cannot comfortably do these things should not take this course, or their final grade will likely suffer. Students are specifically referred to [Canvas Technical Requirements](https://lms.unt.edu/resources/canvas-requirements.html) (<https://lms.unt.edu/resources/canvas-requirements.html>).

Do not anticipate an extension for computer problems (e.g., hard drive crashes, Internet outages, printer problems, etc.). Be sure to leave yourself extra time in the event you experience computer problems. Ample time to complete assignments has been provided. Begin today. Do not wait until the night before, encounter an unexpected problem, and expect more time to be provided.

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT HelpDesk: [UNT IT HelpDesk site](https://it.unt.edu/helpdesk/index.html) (<https://it.unt.edu/helpdesk/index.html>)

Email: ithelp@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 330

See HelpDesk site for information about hours for walk-ins and phone/chat support.

For additional support, visit [Canvas Technical Help](https://community.instructure.com/en/kb/articles/661192-student-getting-started-resources) (<https://community.instructure.com/en/kb/articles/661192-student-getting-started-resources>)

Attendance Policy

Consistent, on-time attendance is important for your success in this course. HDFS 1023 is a foundational course in Human Development and Family Science, and we will introduce new concepts, terminology, and skills during nearly every class meeting. The first part of the semester focuses on understanding the child assessment process and making appropriate assessment decisions; later in the semester, we apply many of those ideas as we learn how to systematically observe, record, and interpret children's behavior. The knowledge and skills you develop throughout the semester build on one another and will support your work in later HDFS courses.

Attendance itself is not a separately graded course requirement. However, Course Engagement Activities account for 150 points of your final grade, and these activities are completed as part of our class sessions. You must therefore be present and participate when a CEA occurs in order to earn credit. If you arrive after an activity has already been completed or leave before an activity takes place, you will not be able to receive credit for that activity.

Your responsibility as a student is to attend class consistently, arrive on time and prepared to learn, remain for the full class period, and actively engage while you are here. If circumstances are affecting your ability to attend class consistently, please communicate with me as early as possible. You do not need to share private details that are not

necessary, but early communication allows us to discuss your situation and identify appropriate university resources when needed.

Class Participation

Being physically present in class is important, but participation means more than simply being in the room. This course is designed to help you learn how to make thoughtful decisions about assessment and become a more skilled, systematic observer. Those abilities develop through practice.

Appropriate participation includes coming to class prepared, completing assigned readings when applicable, remaining focused on course activities, asking questions, contributing to discussions, working thoughtfully with classmates, and actively participating in assessment scenarios, observation exercises, and other opportunities to apply what you are learning. It also means listening respectfully to others and contributing to a classroom environment in which everyone is able to learn.

Many of the skills we practice in HDFS 1023 (such as distinguishing observation from interpretation, recognizing potential bias, selecting an appropriate assessment or observation method, evaluating evidence, and explaining the reasoning behind a decision) are strengthened through discussion and repeated application. Your participation in class is therefore an important part of your learning, even when a particular discussion or activity is not independently graded.

For Course Engagement Activities, physical presence alone is not sufficient to earn credit; you must meaningfully participate in the assigned activity.

Communications Policy

- **Check for announcements often**
- Contact your instructor (by email at payton.birlew@unt.edu or via message on Canvas) for questions about the course that cannot be answered by reading the syllabus or Canvas (i.e., requirements, assignments, exams, or grades).
- During the week I aim to respond to questions within 24 hours. On the weekends, expect to wait 48 hours for a response. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.
- Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Come visit me! I encourage you to connect with me for support. Your success is my goal.
- Email me a picture of a movie you could watch over and over again for 5 bonus points towards your overall points total.

Late Work Policy

Late work is not acceptable. You must keep up with your work and turn it in on time. If you need to submit an assignment late and want to avoid a point deduction, you **MUST** communicate with the instructor *BEFORE the assignment is due* to request an extension. The instructor reserves the right to reject your request for an extension on assignments. **There will be a point penalty for any work that is submitted late and has not been granted an extension prior to the due date:**

Late Work Point Penalties:

Immediately after due time – 24 hours late: 20% point deduction

24 hours – 48 hours late: 40% point deduction

48 hours – 72 hours late: 60% point deduction

72 hours – 96 hours late: 80% point deduction

More than 96 hours late: assignment will not be accepted; automatic zero.

Examination Policy

The Final Exam is a timed, cumulative online exam administered through Canvas using Respondus LockDown Browser. The exam will open following our in-class review on Thursday, December 3rd and will remain available until Saturday, December 5th at 11:59 PM. Although you may choose when to begin the exam during this availability window, you should plan to begin early enough to allow sufficient uninterrupted time to complete it before the deadline.

The exam is open-note only with respect to your own handwritten or printed paper notes. You may not search the internet, access electronic notes or course materials, communicate or collaborate with another person, or use any other unauthorized resource or assistance while completing the exam. This includes generative artificial intelligence tools such as ChatGPT. Using unauthorized assistance or resources during the exam is considered a violation of the course Academic Integrity Policy.

Do not copy, photograph, screenshot, record, reproduce, or share exam questions or answer choices in any form. If you have a question about an exam item after completing the exam, write down the question number rather than copying the question itself. Obtaining, reproducing, or distributing exam materials without permission may constitute academic dishonesty and may result in course- and university-level consequences.

Because the exam is available for multiple days, you are responsible for planning ahead and allowing adequate time to address ordinary scheduling or technology issues. Do not wait until shortly before the deadline to begin the exam. Before the exam window, make sure Respondus LockDown Browser is installed and functioning on the device you intend to use. If you encounter a technical problem that prevents you from accessing or completing the exam, contact the appropriate technical support service and notify me as soon as the problem occurs so that there is a contemporaneous record of the issue.

Make-up exams are reserved for documented medical, judicial, or serious personal circumstances that genuinely prevent you from completing the exam during the available exam window. Students should contact me as soon as reasonably possible when such a circumstance arises and should not wait until well after the exam deadline to request a make-up. Documentation may be required. A make-up exam may differ from the original exam in format, questions, and/or question types.

Because this is a Final Exam, make-up opportunities after the scheduled exam period will be extremely limited and will only be considered for documented emergencies or other qualifying circumstances. Whenever circumstances permit, you should contact me before the exam closes rather than after the deadline has passed.

Assignment Policy

All assignments will be submitted to Canvas unless completed in-class. Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on Canvas and/or call the student IT help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access.

All written assignments should be professional in appearance and in APA formatting. Your work is expected to be written at the level of a professional in the field and well-edited. Written work should be spelling, grammar, and typographical error-free. Points will be deducted for any assignment not meeting these expectations. Be sure to follow the formatting guidelines provided for each assignment in this course.

Assignments must be submitted in Word (.doc/.docx) or PDF (.pdf) format, unless specifically otherwise noted in assignment instructions. Do not submit assignments in Pages (.pages) format. Do not submit assignments by providing a

Google Doc or other link. Assignments submitted in an incorrect file format will be considered late until the proper file type is submitted.

Course Policy about Artificial Intelligence

Recent advances in artificial intelligence have provided a number of tools that can be used (or misused) for many purposes. However, most of the writing we do in this class requires **personal reflection and first-hand observation** – no matter how sophisticated a computer is, **it can't read your mind** to recount your experiences assessing or observing a child, examine your future plans for professional practice, or elaborate on your own convictions on important issues.

- 1. AI-Assisted Original Work:** AI (e.g., ChatGPT) may be helpful for initial research on a topic, understanding elements of the genre in which you will be writing, and grammar/language guidance. However, it is unacceptable to submit an assignment entirely completed with or by AI. **Any work submitted must reflect your own understanding and knowledge. You should not use AI-generated content as your own without appropriate understanding and processing of the information.** This includes AI-created essays, solutions to problems, or any other assignments that are not the result of your own intellectual efforts.
- 2. AI and Plagiarism:** Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. That's what this course is about. So, while some assignments may invite the use of online tools, the core expectation for our class is that the work you submit is your own original writing. **Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.** Just as copying information from websites or other resources without giving proper credit is plagiarism, using AI-generated content without due acknowledgement or understanding is also plagiarism. **You should not represent AI-generated content as your own original work.**

Cases involving academic dishonesty, including misuse of AI, may be handled by the instructor or may be referred to the administration. **Consequences may include but are not limited to:** receiving a zero for an assignment where AI has been misused, receiving an alternate assignment that must be handwritten in person, completion of a training on appropriate and inappropriate uses of AI before any more assignments may be attempted, additional monitoring of student work, or automatic failure of the course (please see course Academic Integrity policy [p. 7] for additional details).

Syllabus Change Policy

All dates/assignments are subject to change at discretion of instructor. Changes will be announced in class and on Canvas.

Important UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Subsequent academic integrity violations will result in harsher penalties, up to and including automatic failure of the course.

Additionally, the incident will be reported to the Dean of Students/Office of Academic Integrity, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by

the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ADA Policy

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access/index.html>).

Emergency Notification & Procedures

UNT is committed to the safety and security of the campus community and recognizes the value of maintaining university operations. However, in the event university operations are disrupted due to an emergency or other hazardous conditions threatening the safety, health, or welfare of the campus community, UNT may be required to cancel classes, suspend operations, or close campus in its entirety.

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of

Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://studentaffairs.unt.edu/dean-of-students/conduct/index.html) (<https://studentaffairs.unt.edu/dean-of-students/conduct/index.html>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/helpdesk/eagleconnect) (<https://it.unt.edu/helpdesk/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 14, 15, and 16 [November 17-December 3, 2026] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](https://vpaa.unt.edu/spot/) (<https://vpaa.unt.edu/spot/>) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940-565 2759.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/dean-of-students/programs-and-services/care-team/index.html) (<https://studentaffairs.unt.edu/dean-of-students/programs-and-services/care-team/index.html>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/clinic-services/psychiatry.html) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/clinic-services/psychiatry.html>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html) (<https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/services/individual-counseling.html>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://careercenter.unt.edu/index.html) (<https://careercenter.unt.edu/index.html>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Food Pantry](https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html) (<https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html>)

Academic Support Services

- [Online Student Resources](https://digitalstrategy.unt.edu/clear/student-resources.html) (<https://digitalstrategy.unt.edu/clear/student-resources.html>)
- [Academic Success Center](https://www.unt.edu/success/asc.html) (<https://www.unt.edu/success/asc.html>)
- [The Learning Center](https://learningcenter.unt.edu/index.html) (<https://learningcenter.unt.edu/index.html>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Center](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

HDFS 1023 - Course Calendar – Fall 2026				
Week	Dates of Class	Lecture Topic(s)	Reading(s) (Read these <i>before</i> class!)	Assignment/Exam
1 (8/17-8/23)	8/18 8/20	- Course Overview – How to Succeed in HDFS 1023 - Intro to Child Assessment	Syllabus <i>A Guide to Assessment in Early Childhood</i> (pp. 1-19) <i>Early Childhood Assessment: What, Why, and How</i> (pp. 1-12)	- Syllabus Quiz (on Canvas) - Student Information Form (In Class)
2 (8/24-8/30)	8/25 8/27	The Developmental Approach to Child Assessment: Concepts and Theories	<i>Observation and Assessment (Chapter 4)</i> (pp. 69-83)	
3 (8/31-9/6)	9/1 9/3	The Developmental Approach to Child Assessment: Concepts and Theories	<i>Early Childhood Education: Becoming a Professional (Chapter 10)</i> (pp. 265-277)	
4 (9/7-9/13)	9/8 9/10	Major Child Assessment Purposes	<i>A Guide to Assessment in Early Childhood</i> (pp. 21-63) <i>Observation and Assessment (Chapter 4)</i> (pp. 87-92)	
5 (9/14-9/20)	9/15 9/17	Assessment Approaches & Characteristics	<i>A Guide to Assessment in Early Childhood</i> (pp. 16-17)	
6 (9/21-9/27)	9/22 9/24	Assessment Validity and Reliability	<i>Early Childhood Assessment: What, Why, and How</i> (pp. 181-213)	
7 (9/28-10/4)	9/29 10/1	Developing an Assessment Plan	<i>A Guide to Assessment in Early Childhood</i> (pp. 69-176) – <i>for reference only</i>	
8 (10/5-10/11)	10/6 10/8	Assessment Plan Presentations		Assessment Plan Presentation materials due Sunday 10/11 by 11:59 PM

9 (10/12-10/18)	10/13 10/15	Intro to Assessment through Observation: - What is Observation? - Bias in Observation	<i>Observation and Assessment (Chapter 1)</i> (pp. 5-17) <i>Learning Through Child Observation</i> (pp. 14-18; 32-46)	
10 (10/19-10/25)	10/20 10/22	Observation Method – Narrative Description	<i>Observation and Assessment (Chapter 3)</i> (pp. 37-44; 64-66) <i>Learning Through Child Observation</i> (pp. 67-85; 92-103 [in Chapter 4])	
11 (10/26-11/1)	10/27 10/29	Interpreting Observations	<i>Observation and Assessment</i> (pp. 99-109) Chapter 5 - <i>Learning Through Child Observation</i>	
12 (11/2-11/8)	11/3 11/5	- Observation Method – Event Sampling - Observation Method – Frequency Count & Duration Record Methods	Chapter 3 - <i>Observation and Assessment</i> (pp. 45-49; 54-63) <i>Learning Through Child Observation</i> (pp. 85-90 [in Chapter 4])	
13 (11/9-11/15)	11/10 11/12	- Observation Method - Checklists & Rating Scales - In-Class Observation on 11/12	Chapter 2 - <i>Observation and Assessment</i> (pp. 19-34) <i>Early Childhood Assessment: What, Why, and How</i> (pp. 299-328)	<i>In-Class Observation on 11/12</i>
14 (11/16-11/22)	11/17 11/19	- Assessing Environments - Planning an Observation - Careers in Child Assessment & Observation	Chapter 3 - <i>Observation and Assessment</i> (pp. 50-54) <i>Learning Through Child Observation</i> (pp. 90-92 [in Chapter 4])	Class Asynchronous 11/19 (NCFR) In-Class Observation Report due 11/22 by 11:59 PM
15 (11/23-11/29)	11/24 11/26	<i>Thanksgiving Break – No Class</i>		
16 (11/30-12/6)	12/1 12/3	- Systematic & Holistic Assessment Final Exam Review in class on 12/3		Out-of-Class Observation Report due 12/6 by 11:59 PM Final Exam – Online – due Saturday 12/5 by 11:59 PM

Course calendar is subject to change based on instructor's discretion. Any changes will be announced in class and posted on Canvas.

KEY SEMESTER DATES:

Last day to add a class or swap sections	Aug 21
Last day to drop a course to no longer appear on the official transcript	Aug 28
Drop with a Grade of W begins	Aug 29
Last day to change to pass/no pass grade option	Sept 25
Last day for a student to drop a course or all courses with a grade of W	Nov 6
First day to request a grade of Incomplete	Nov 7
Reading Day – No Classes	Dec 4

Syllabus Addendum

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. Read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever need to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus. All the information you need regarding how to submit your papers is provided to you in each of the assignment documents.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you is one way for me to do that.
3. **Check your UNT email and Canvas every day. I will send class emails to your UNT account and post announcements to Canvas, so you either need to access that email account regularly or forward your email to another account that you use. You will miss extremely important information if you do not check the emails I send.**
4. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned their given grade.
5. Submit your papers in a WORD OR PDF DOCUMENT FORMAT (make sure it is a .doc, .docx, or .pdf format so that I can open it). **If I cannot open your paper, I cannot grade it. I cannot open .pages or other Mac-specific file types.**
6. When you receive a grade for an assignment, check the assignment rubric, annotations, and comments for details about your score. I will provide feedback on why you received that specific grade. Make sure to look at that feedback before asking me what you did wrong. If I deducted points, I will tell you why. Use that feedback to make improvements on future papers so that you do not get points counted off again for a similar mistake.