



Procurement and Contracting Services

Request for Proposals: Course and Curriculum Development Services

Addendum 1

**Please mark all proposal submission
Files with the following information**

**Sealed RFP # L312502
Due on July 31st, 2025, no later than 12:00 PM, PST**

RFP #L312501 - Addendum 1

Context:

This addendum provides formal responses to technical question submissions, and consists of the following documents:

- 1. UAGC Response Form (Addendum 1)**
 - a. Excel File (166 Lines / 159 Questions)**
 - b. Posted with this addendum and made available as a separate file.**
- 2. Canvas LMS View-Only Credentials**
 - a. Located on page 3 this document.**
- 3. Sample Sheet - Pre-Kickoff and Course Plan.**
 - a. Beginning on page 4 this document.**

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Canvas LMS View-Only Credentials

In reference to Response Form questions #9, #63, and #71, we are providing read-only access to a sandbox environment of our Canvas LMS for the duration of the RFP.

Please note that these credentials only support a limited number of concurrent log-ins. If one is in use, please try another.

URL: <https://uagc.instructure.com/login/canvas>

Credentials:

1. Username: RFPReviewer
Password: @rE2QM*v
2. Username: RFPReviewer2
Password: LbFN4wQw
3. Username: RFPReviewer3
Password: c2HzpMGE



THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS

Pre-Kickoff Questionnaire and Course Plan Worksheet

This document is designed to support your work both as you prepare for your upcoming uplift, as well as to help map out a vision for the course during the first couple of weeks of the development. The document contains two sections, Pre-Kickoff Questionnaire and Course Plan.

Pre-Kickoff Questionnaire: In advance of your upcoming course uplift, please complete this brief questionnaire about your course. We anticipate that this questionnaire will take you about 2 hours to complete and should be completed no later than two weeks prior to course kickoff.

General Information

Your Name:

Amy Johnson

Name(s) of other faculty supporting this development:

n/a

Course Code and Title (ABC123: Letters and Numbers):

ECE 205

What type of uplift is this?

- ☒ Standard
- ☐ Full (New Course or 9 week course)
- ☐ Targeted
- ☐ Targeted Lite

What program(s) is this course a part of?

AAECE

BACD

Are there program-level considerations or requirements to take into account?

none

How does this course fit in the sequence of the program(s)? For example, are there prerequisite courses that students need to complete before this course?

No prerequs. This is one of the first courses the AA students take.

Learning Materials

Textbooks:

Have you identified a textbook for this course? If yes, which textbook (and textbook edition) are you using? If no, are still planning on identifying a textbook, or what are you planning on using for learning materials? For example, are you using or planning on using Open Educational Resources (OER) or some other learning materials? (Please also consider the percentage of resources that may have moved beyond the 10-year range of being current and need to be replaced.)

Groark, C. J., McCarthy, S. K., & Kirk, A. R. (2023). *Early child development: From theory to practice*. (2nd ed.). The University of Arizona Global Campus.

If a text has been identified, is it a new edition of the textbook or the same edition that's currently being used?

current

How do the learning materials (textbook, OER, or other learning materials) provide diverse perspectives and inclusive images related to course content?

We will look for opportunities to offer choice throughout the class. Different tools (print, video, etc.) will be used to present learning material.

3rd Party Integrations

Are there any 3rd-party integrations being used in the current course? If so, list them here (even if you don't plan to continue to use them for this course development).

No

Are you planning to use any 3rd party integrations in the uplift? If so, list them here and also reach out to learningresources@uagc.edu and learningtechnology@uagc.edu to ensure they integrations are approved.

No

Live Learning

Does this course currently use live learning?

☐ Yes

☒ No

If yes, do you plan to continue with live learning in the revised course?

☐ Yes

☐ No

☒ N/A

Course Content Analysis

Which concept(s) do the students struggle with the most (for example, subject matter, or specific research or writing skills)?

APA is always difficult. Double checking their work for errors. Providing enough detail on each directive

Which assignments or assessments do the students struggle with the most?

Week 2 assignment, as it is the first in a portfolio of repeating assignments.

Which aspects of the course are working well for students already, which you would like to maintain?

The video observations and repeating portfolio.

Using the course snapshot as a guide, summarize any key points related to student performance on course learning outcomes.

The course has been aligned to CDA and has good data points. The CLOs only need slight modification, and the key points need shifting and support but not a complete overhaul.

Course Description and Course Learning Outcomes (CLOs)

Are you planning to revise your Course Description and CLOs?

☒ Yes. **These changes need to be routed through assessment and governance paperwork will need to be completed. Please contact your assessment specialist ASAP to begin this process if you have not already.**

☐ No.

Provide the current or revised Course Description.

Proposed: This course examines the principles of child development from birth to age 8. Students will explore the essential aspects of child development, focusing on developmental stages, domains, milestones, and theories. Learners will gain an understanding of environments and activities that nurture the developmental domains of young children. Through observations, students will learn to plan developmentally appropriate instruction tailored to individual needs. The course also emphasizes the critical role of family involvement in supporting the growth and development of children.

Provide the current or revised Course Learning Outcomes (CLOs).

Proposed:

1. Discuss developmental domains, stages, milestones, and theories of child development.
2. Describe environments and activities that nurture the developmental domains of children.
3. Conduct observations to inform developmentally appropriate instruction that supports the individual needs of young children.
4. Describe the role of family involvement in supporting the growth and development of children.

How do your Course Description and CLOs support diversity, equity, and inclusion within the classroom?
If you need assistance with this, please let us know.

They include knowledge of different needs and learners.

Weekly Learning Outcomes (WLOs): Weekly Learning Outcomes, or WLOs, are the targeted areas of focus that you will build your course activities around each week. Think of them as the steps your students will climb to master the larger Course Learning Outcomes. With this in mind, determine the weekly learning outcomes, or smaller subskills, that your students will need to learn to master each Course Learning Outcome. Depending on the adjustments to your CLOs, you may be able to pull this in from the current course. Please adjust the number of outcomes as needed based on your course.

Course Learning Outcome	Aligned Weekly Learning Outcomes
1. Discuss developmental domains, stages, milestones, and theories of child development.	<ul style="list-style-type: none"> • Review the domains of child development. • Explain how developmental milestones guide work with young children. • Identify various theoretical perspectives that have influenced child development. • Describe developmental milestones seen in infant observations. • Describe developmental milestones seen in toddler observations. • Describe developmental milestones seen in observations of preschoolers. • Describe developmental milestones seen in observations of early childhood.
2. Describe environments and activities that nurture the developmental domains of children.	<ul style="list-style-type: none"> • Discuss developmentally appropriate activities for infants. • Describe elements of an effective learning environment for infants. • Discuss developmentally appropriate activities for toddlers. • Describe elements of an effective learning environment for toddlers. • Discuss developmentally appropriate practices to incorporate for preschool children. • Describe elements of an effective preschool learning environment. • Discuss developmentally appropriate practices to incorporate in early childhood. • Describe elements of an effective early childhood learning environment.
3. Conduct observations to inform developmentally appropriate instruction that supports the individual needs of young children.	<ul style="list-style-type: none"> • Identify how to conduct effective observations. • Discuss how observations inform practice. • Conduct observations to plan developmentally appropriate instruction for infants. • Conduct observations to plan developmentally appropriate instruction for toddlers.

	<ul style="list-style-type: none"> • Conduct observations to plan developmentally appropriate instruction for preschoolers. • Conduct observations to plan developmentally appropriate instruction for early childhood.
4. Describe the role of family involvement in supporting the growth and development of children.	<ul style="list-style-type: none"> • Explain why family involvement is important supporting the growth and development of children. • Describe family activities that will support the growth and development of infants. • Describe family activities that will support the growth and development of preschoolers. • Describe family activities that will support the growth and development of toddlers. • Describe family activities that will support the growth and development in early childhood. • Determine ways to communicate with and involve families.

Course Enhancements: During the uplift, UAGC would like to focus on using various strategies such as media, authentic assessments, cognitive primers, and peer review discussions to increase student engagement.

Media: Interactives and videos are a great tool for allowing students to explore concepts and skills that are relevant to the workforce or the real world, or that may be tricky or challenging to understand. Address the following questions to help begin to formulate a vision for the media you would like to use in your course.

How might you use media to help support your students' success in the course?

Meeting with Dan and Duane on 7/31/24 to talk through options.

Authentic Assessments: Authentic assessments can support student engagement by placing the student in a real-world or workforce-relevant situation, and then asking the student to create real-world deliverables.

How does your course use authentic formative or summative assessments?

The course content contains work that translates directly into the workplace/classroom.

What new ideas do you have for how you can integrate authentic formative and summative assessments into your course uplift?

We will make assignments that can be used in the early childhood environment.

Are there specific scenarios or current events that would be timely, relevant, and useful for the students in this course?

Setting up classroom (arrangement and materials), connecting with families, conducting observations.

How can the uplift provide students with opportunities to demonstrate mastery of content in various ways?

We will use more than just paper assignments. Various forms of deliverables.

Weekly Cognitive Primers: Each week, we will be updating the weekly introduction to include a cognitive primer, which is something that leaves the student wanting to know what happens next, much like a cliff-hanger or a mystery. We want to tap into storytelling to create these [cognitive primers](#).

As you think about the course, what ideas do you have for how you can “hook” your students each week?

Will discuss with the ID.

Peer Review Discussions: In an effort to create stronger peer learning communities, we’re looking for opportunities to integrate more peer review discussions.

Does your course already utilize peer review discussions? If yes, can you please describe these peer review discussions? If not, what some topics that might be good for peer review discussions?

no

Artificial Intelligence: Would it be appropriate to include an activity in which students ethically use generative artificial intelligence? What parameters should be set around the activity to ensure academic integrity is maintained?

Will discuss with the ID.

Other Enhancements or Improvements:

Please describe any other enhancements or improvements that you may already have in mind for the course uplift.

I have requested to work with the same ID (Kelly Mathis). We come up with innovative ideas when we collaborate. We are also working closely with the AF who teach the course.



Thank you for completing the Pre-Kickoff Questionnaire section of this document. The next section is the Course Plan, which you will complete together with your ID once the uplift has kicked off. Please return this document as a reply to the email from which you originally received the document.

Course Plan: The course plan is designed to be completed in partnership with your LearningMate Instructional Designer. Your ID will use the information shared in the Pre-Ki koff Questionnaire section of this document to guide the conversation with you during the first two weeks of your development to help map out a vision and framework for your course.

Cohort Roles: This table includes all stakeholders involved in the uplift, both from UAGC and LearningMate. This table will be completed by the Instructional Designer or Project Manager.

[illegible]

Key Dates for Deliverables

Deliverable	Responsible Party	Start Date	Due Date
Kickoff	ID	August 26, 2024	August 26, 2024
Course Plan	ID & FSME	August 26, 2024	August 30, 2024
Course Guide + Other Course Dev Docs	ID & FSME	August 30, 2024	October 23, 2024
Media Scripts/Storyboards	ID & FSME	August 30, 2024	October 23, 2024
Rubrics (Waypoint)	ID & FSME		October 28, 2024
Media (Draft)	Media Designer		October 28, 2024
Media (Final)	Media Designer		November 4, 2024
Canvas Master (Draft)	Canvas Builder		November 4, 2024
3rd Party Tool Integration	Learning Technology		n/a
Rubric Integration (Waypoint)	Assessment Specialist		November 11, 2024
Canvas Master (Final)	Canvas Builder		November 11, 2024
Canvas Master Approval	FSME, ID, Dept. Chair, & Lead Faculty		November 25, 2024
LTQA	LTQA		December 2, 2024

Course Design Considerations

Learner Personas: Tell us about the students taking this course. What kind of student is taking this course? What kind of student demographics should be expected? What kind of experience will the students bring to this course? After students have completed this degree, what will they do with this degree? What kinds of jobs should students expect to attain after completing this degree?

These students are in an AA program. Many are already working as early childhood educators and bring a wide variety of experience to the class. They've been in preschools, Head Start, military child care, pre-k through third grade, and home child care. They will continue to search for jobs in these areas.

Assessment Strategy: Considering the ideas you shared in the Pre-Kickoff Questionnaire, summarize how you want to approach assessments, both formative and summative, in the course.

Assessments will build on each other, with a running portfolio throughout the course. It mimics a portfolio that educators complete on students.

Course Vision:

What type of experience do you want to create for your students? How will that experience help your students to successfully master the course learning outcomes?

Mimic real classroom set ups and deliverables.

How might you incorporate diverse perspectives and equitable learning opportunities to create an inclusive classroom to support student success?

We consider diversity when including videos and images.

Do you see a meaningful opportunity to connect extracurricular or cocurricular offerings to your course material and learning outcomes? If so, would you like a relevant stakeholder present (Career Services, CHAMPS, Student Clubs & Orgs administrator)?

Not that this time.

Academic Integrity: What resources would support students in maintaining academic integrity in each learning activity? Are there special academic integrity considerations based on the type of learning activity?

Writing Center resources

Accessibility Considerations: Are there any known accessibility issues or concerns? *Note:* the course will undergo an accessibility review

The only consideration is the assignment portfolio. It is not accessible in its current form, but we have a plan in place with Stacy. It will be accessible before CG sign-off.

Other Considerations

Notable Requirements: In this section, list any additional project considerations. For example, are you adding Constellation quizzes? Are you aligning the course with an external certification and require a practice cert exam? Is this the first course in the program? A capstone course?

n/a

Risks/Constraints: Are there any risks or constraints that should be noted (e.g., delays that may impact the development schedule and meetings, such as 3rd party integrations, Learning Technology Resources, vacation time off, etc.)?

n/a

Course Resources: To ensure we have up to date information, please complete the information below about the final resources that will be utilized in the uplift.

Learning Resources

Have any 3rd party tools or integrations been approved to use in this uplift by Learning Resources and Learning Technology?

- ☐ Yes. The course will be using: _____
- ☒ No

Textbook: What is the final approved textbook being used in the uplift?

Groark, C. J., McCarthy S. K., & Kirk, A. R. (2023). *Early child development: From theory to practice*. (2nd ed.). The University of Arizona Global Campus.

OER: Are there any OER resources being used in the uplift?

- ☐ Yes. The course will be using: _____
- ☒ No

Software/Technology: Is there any software or technology being used in the uplift?

- ☐ Yes. The course will be using: _____.
- The system requirements for the tool are: _____.
- ☒ No

Library and Writing Center

Are there any library resources needed for the uplift?

- ☒ Yes, standard/existing library resources will be utilized in the uplift.

- ☐ Yes, we will need a new resource created that focuses on _____
- ☐ No.

Are there any Writing Center resources needed for the uplift?

- ☒ Yes, standard/existing library resources will be utilized in the uplift.
- ☐ Yes, we will need a new resource created that focuses on _____
- ☐ No.

Course Outline: In this section you want to begin to build a framework for your course. Consider how you want to frame out each week and strive to achieve a balance in the workload from week to week. This section will be completed as a partnership between the FSME and ID during the first two weeks of development.

Week	Grade %	Student Hours
Week 1: Developmental Domains and Milestones	Grade %	Stu Hrs
1. Discuss the developmental domains of childhood. (CLO 1) 2. Explain how developmental milestones guide work with young children. (CLO 1) 3. Discuss how observations inform practice. (CLO 3) 4. Explain why family involvement is important supporting the growth and development of children. (CLO 4) Discuss theories of child development. (CLO 1)		
Textbook: Chapter 1 (26 pages), Chapter 2 (28 pages), Chapter 3 (30 pages) = 84 x 10 mins = 840	0	840
Credible articles from library and websites	0	90
Discussion: Post Your Introduction (WLO 4) (CLO 4)	3	120
Discussion: Developmental Domains and Milestones (WLOs 1, 2) (CLO 1)	5	240
Learning Activity: Comic strip on domains, milestones, and observations. They will reflect on this in the quiz. (WLOs 1, 2, 3) (CLOs 1, 3)	0	10
Quiz: Find a video of domains, milestones, or observations. Provide the link of the video you watched and create a 5-7 sentence summary to address prompts. They will also reflect on what they learned in the interactive. Two questions short-essay quiz. (WLOs 1, 2, 3) (CLOs 1, 3)	5	90
Journal: Theorists (WLO 5) (CLO 1) 1-2 pages	5	60
Review Instructor Feedback: Discussions, Journal, Quiz	0	40
TOTAL	18	1490
Week 2: Infants		

<ol style="list-style-type: none"> 1. Identify how to conduct effective observations. (CLO 3) 2. Describe developmental milestones seen in infant observations. (CLO 1) 3. Describe environments and activities that nurture the developmental domains of infants. (CLO 2) 4. Conduct observations to plan developmentally appropriate instruction for infants. (CLO 3) <p>Describe family activities that will support the growth and development of infants. (CLO 4)</p>		
Textbook: Chapter 4 (32 pages), Chapter 5 (32 pages) = 64 x 10 mins = 640	0	640
Credible articles from library and websites	0	10
Discussion: Conducting Observations (WLOs 1, 4) (CLO 3)	5	240
Learning Activity: Comic strip on subjective and objective observation language. They will reflect on this in the quiz. (WLOs 1) (CLO 3)	0	10
Quiz: Find a video on subjective and objective observational language. Provide the link of the video you watched and create a 5-7 sentence summary to address prompts. They will also reflect on what they learned in the interactive. Two questions short-essay quiz. (WLO 1) (CLO 3)	5	90
Assignment: Child Portfolio Part 1 (WLOs 1, 2, 3, 4) (CLO 1, 2, 3, 4) 3-4 pages	10	450
Review Instructor Feedback: Discussion, Assignment, Quiz	0	50
TOTAL	20	1490
Week 3: Toddlers		
<ol style="list-style-type: none"> 1. Discuss the impact of developmentally appropriate environments on child development. (CLO 2) 2. Describe developmental milestones seen in toddler observations. (CLO 1) 3. Describe environments and activities that nurture the developmental domains of toddlers. (CLO 2) 4. Conduct observations to plan developmentally appropriate instruction for toddlers. (CLO 3) <p>Describe family activities that will support the growth and development of toddlers. (CLO 4)</p>		
Textbook: Chapter 6 (30 pages) = 30 x 10 mins = 300	0	300

Credible articles from library and websites	0	350
Discussion: Developmentally Appropriate Environments (WLOs 1, 4) (CLOs 2, 3)	5	240
Learning Activity: Comic strip on the impact of developmentally appropriate environments on child development. They will reflect on this in the quiz. (WLOs 1) (CLO 2)	0	10
Quiz: Find a video of developmentally appropriate environments. Provide the link of the video you watched and create a 5-7 sentence summary to address prompts. They will also reflect on what they learned in the interactive. Two questions short-essay quiz. (WLOs 1, 3) (CLOs 2)	5	90
Assignment: Child Portfolio Part 2 (WLOs 2, 3, 4, 5) (CLOs 1, 2, 3, 4) 3-4 pages	10	450
Review Instructor Feedback: Discussion, Assignment, Quiz	0	50
TOTAL	20	1490
Week 4: Preschool		
<ol style="list-style-type: none"> 1. Discuss the impact of developmentally appropriate activities on child development. (CLO 2) 2. Describe activities that nurture the developmental domains of preschoolers. (CLO 2) 3. Conduct observations to plan developmentally appropriate instruction for preschoolers. (CLO 3) Summarize course learning. (CLOs 1, 2, 3, 4)		
Textbook: Chapter 7 (34 pages = 34 x 10 mins = 340)	0	340
Credible articles from library and websites	0	720
Discussion: Developmentally Appropriate Activities (WLO 1, 3) (CLO 2, 3)	5	240
Learning Activity: Comic strip on the impact of developmentally appropriate activities on child development. They will reflect on this in the quiz. (WLOs 1) (CLO 2)	0	10
Quiz: Find a video of developmentally appropriate activities. Provide the link of the video you watched and create a 5-7 sentence summary to address prompts. They will also reflect on what they learned in the interactive. Two questions short-essay quiz. (WLO 1, 2) (CLO 2)	5	90
Assignment: Reflective Journal (WLO 4) (CLO 1, 2, 3, 4) 1-2 pages	5	60
Review Instructor Feedback: Discussion, Journal, Quiz	0	30
TOTAL	15	1490

Week 5: Early Childhood		
1. Describe the role of family involvement in supporting the growth and development of children. (CLO 4) 2. Describe developmental milestones seen in observations of children ages 4-8. (CLO 1) 3. Describe environments and activities that nurture the developmental domains of children ages 4-8. (CLO 2) 4. Conduct observations to plan developmentally appropriate instruction for children ages 4-8. (CLO 3) Describe family activities that will support the growth and development in children ages 4-8. (CLO 4)		
Textbook: Chapter 8 (28 pages) = 28 x 10 mins = 280	0	280
Credible articles from library and websites	0	0
Discussion: Family Partnerships (WLO 1) (CLO 1)	5	240
Learning Activity: Comic strip on the role of family involvement in supporting the growth and development of children. They will reflect on this in the quiz. (WLOs 1) (CLO 4)	0	10
Quiz: Find a video of family involvement in supporting the growth and development of children. Provide the link of the video you watched and create a 5-7 sentence summary to address prompts. They will also reflect on what they learned in the interactive. Two questions short-essay quiz (WLO 1) (CLO 4)	5	90
Assignment: Child Portfolio Parts 3 and 4 (WLO 2, 3, 4, 5) (CLO 1, 2, 3, 4) 6-7 pages	17	1440
Review Instructor Feedback: Discussion, Assignment, Quiz	0	80
TOTAL	27	2140
Total	100	8100
		135

Course Media Plan: In this section, please identify both existing media in the course that you would like to repurpose, as well as new media you would like to have created.

Existing Media: Will the uplift be repurposing any existing media from the currently running version of the course?

☐ No.

☒ Yes. Please complete the table below

Type of Media (Interactive, Video, etc.)	Name and location in current course	Location in new course	WLO Alignment	How will the media support learning? Consider the topic, the purpose of the media and how students will use it.
Week 1 Coffee Date with Theorists	Repurposed from ECE 332	Week 1	WLO 4	This interactive introduces students to theorists on a personal level, rather than just their theories.
Observation interactive	Week 2	Weeks 2-4	Week 2 – WLO 3 Week 3 – WLO 1 Week 4 – WLO 1	Offers students practice on how to conduct effective observations.
Developmental Domains	Week 1 Learning activity	Week 1 discussion	WLO 1	Offers students practice on early childhood developmental domains.
DAP Strategies	Week 3 learning activity	Week 2 discussion	WLO 3	Offers students practice on what constitutes DAP activities.
Creating Nurturing Environments	Week 4 learning activity	Week 4 discussion	WLO 1	Offers students practice on identifying appropriate materials for early childhood environments.

New Media: Will the uplift need any new media created?

☐ No.

☒ Yes. Please complete the table below

Type of Media (Interactive, Video, talking head etc.)	Name	Week	Est. Duration	Est. Tokens	WLO Mapping	How will the media support learning? Consider the topic, the purpose of the media and how students will use it.
Comic Infographic	Domains, Milestones, Observations	1	tbd		(WLOs 1, 2, 3) (CLOs 1, 3)	Comic strip on domains, milestones, and observations. They will reflect on this in the quiz.
Comic Infographic	Using objective language	2	tbd		(WLOs 1) (CLO 3)	Comic strip on subjective and objective observation language. They will reflect on this in the quiz.
Comic Infographic	Conducting observations	3	tbd		(WLOs 1) (CLO 2)	Comic strip on how to conduct observations on child development. They will reflect on this in the quiz.
Comic Infographic	Family involvement	4	tbd		(WLOs 1) (CLO 2)	Comic strip on the role of family involvement in supporting the

						growth and development of children. They will reflect on this in the quiz.
Comic Infographic	Review of the lessons and saying goodbye	5	tbd		(WLOs 1) (CLO 4)	Comic strip where the animals review the concepts covered in the lessons. This one will not be associated with a quiz.

Scope Change Log: After the Assistant Dean and/or Program Chair have reviewed and approved this Course Plan, use the table below to log any significant changes.

Date	Initiated By	Description of Change

RFP #L312501 - Addendum 1

[End of Addendum. All else remains unchanged.]