



ECD 102 – Growth & Development I
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course is an extensive study of philosophies and theories of growth and development of children from conception to age three. Focus is on “total” development of infants and toddlers, with emphasis on physical, social, emotional, cognitive, and nutritional areas. Developmental tasks and appropriate activities are explored in the course.

Prerequisite(s): ENG 100 and RDG 100

Credit Hours: 3.0

Class Schedule:

Instructor:

Office:

Office Hours:

Telephone:

E-mail:

Campus Mailbox: RH 126 or SA 119

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu

Departmental Assistant: Kimberley Bauer, (803) 822-3320, bauerk@midlandstech.edu

Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Decker, Celia A. (2011). *Child Development Early Stages Through Age 12*. Tinley Park, IL: Goodheart-Willcox Inc. (Seventh Edition)

Course Objectives: Upon completion of this course the student will be able to:

1. Describe typical physical, social, emotional, language, and cognitive development of a child from conception to age 3. (NAEYC 1a, 1b, 4c)
2. Identify the influence of heredity and environment on the development of the child from conception to age 3. (NAEYC 1a, 1b)
3. Observe and record information that reflects interrelationships of the physical, social emotional, language, and cognitive domains of development of a child from 4 months to age 3. (NAEYC 3a, 3b, 3c, 3d)
4. Plan and implement age and individually appropriate activities for a child from 4 months to age 3, based on knowledge of developmental milestones. (NAEYC 1a, 1c, 4b, 4c, 4d)
5. Describe the importance of supportive adult relationships for children from birth through age 3. (NAEYC 1b, 2a, 2b, 2c)

Course Outcomes and Competencies:

Intended Course Outcome #1: Students will be able to document a child’s development and learning.

Course Competency 1a: Students will be able to document and describe children’s characteristics and needs.

Performance Measurement Instrument and Success criteria: Students will successfully complete a case study reflection paper on a child from two months through eleven months of age.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:

Specific Assignments:

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score. ***All homework will be turned in at the beginning of class. You will not get credit for homework you choose to do during class time. If you come to class late, you must wait until the end of class to turn homework in. ***I have had trouble with homework being stolen from my box, therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

Presentations:

Theory/Theorist Presentation: 100 potential points (10% of final grade)

Choose a theory/theorist to present on. See rubric for specific grading components.

Tests: 300 potential points (30% of final grade)

There will be 3 tests worth 100 points each.

Case Study: 300 potential points (30% of your final grade)

Choose a child from 2 months to 11 months old to observe during the semester. You will complete 10 activities while observing your “case study” child. Each activity is worth 30 points. This child may be a relative, a friend, or a child at the center you work in. You should try to make your observations as discreet as possible so you are not keeping your “case study” child, or any other children, from participating in daily activities and routines. To maintain confidentiality, respect, and professionalism, please change the name of your “case study” child, and do not take any pictures. See Case Study Rubrics for each of the 10 activities for specific grading components.

Case Study Reflection: 100 points (10% of your final grade)

Type a 1 – 2 page comprehensive reflection discussing what you learned about your child during each of the case study activities 1-10. See Case Study Reflection Rubric for specific grading components.

Lab Site Packet: 100 points (10% of your final grade)

You are required to have the following paperwork completed:

- 1. SLED Background Check; 2. DSS Form 2901 Medical Statement; 3. DSS Form 2926 Staff Health Assessment

Skills Necessary to Succeed Portfolio: 100 potential points (10% of your final grade)

http://www.midlandstech.edu/ecd/pdf/Skills_Needed_to_Succeed.pdf

To be discussed in class.

REMINDER: *I have had trouble with homework being stolen from my box; therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

SPECIFIC ASSIGNMENTS: GRADING

Tests (3 @ 100)	300
Presentation	100
Skills Necessary to Succeed Portfolio	100
Case Study Activities (10 @ 30)	300
Case Study Reflection	100
Lab Site Packet	<u>100</u>
Total =	1000

Note: Please keep all assignments for your final portfolio for ECD 243.

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Names and Phone Numbers:

Notes:



Academic Affairs Student Guidelines and Expectations

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:

As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.

- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
 - Copying from another student's paper.
 - Copying or presenting someone else's work as your own.
 - Using unauthorized materials during a test.
 - Collaborating with any other person during a test without permission.
 - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
 - Bribing any other person to obtain information about tests.
 - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (MyMTC Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Students Requiring Special Accommodations:

- If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential.
- For more information, follow the *Disability Resource Centers* link under *Online Resources* on the *Enrolled Students* page.

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-cccd.net/College_Courses.htm.

(July 2013)

ECD 102 COURSE OUTLINE

REVISED 12-11-2013

Week/ Date	Topic	Assignments Due
1/	First Day; Getting to Know You Review Syllabus and Course Expectations; Skills Necessary Portfolio; Choose Theorist	
2/	Chapters 1-2	
3/	Chapters 3-4	Case Study Activities 1-3 Work on Lab Site Packets; E. S. Portfolio
4/	Chapter 5	Medical Statement DSS Form 2901 Age of case study infant in months for ASQ
5/	Test 1 Chapters 1-5	Staff Health Assessment DSS Form 2926
6/	Chapters 6-7 Watch "In the Womb"	Case Study Activities 4-5
7/	Chapters 8-10 Test 2 Ch. 6-10 Take home/due March 17	SLED Background Check
8/	Watch "Babies" MIDTERM WEEK *Conference with me about your current absences and points.	Case Study Activities 6-7 Skills Necessary to Succeed Portfolio Test 2 Bring Points Record for Midterm Week conference
9/	Chapter 11 Theorist Presentations	Case Study Activities 8-9
10/	Chapters 12-13 Theorists Presentations	Case Study Activity 10 (ASQ) Lab Site Tracking Sheet
11/	Chapter 14 Theorist Presentations	
12/	Chapter 15 Theorists Presentations	Reflection Paper
13/	Test 3 Ch. 11-15 **LAST DAY ANY HOMEWORK WILL BE ACCEPTED** Instructor Evaluations • 10 points extra credit	
14/	Presentations of Reflection Papers *Conference with me about your final grade LAST DAY OF CLASS	Bring Points Record for conference about final grade Bring food CONGRATULATIONS!!!
	EXAM WEEK Celebration of Learning Drop-in Airport Campus Academic Center Rm 143 6:00-7:00	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Note: Please keep all assignments for your final portfolio for ECD 243

ECD 102 Case Study Activity 1 Review (Ch. 1)

Name _____

1. Page ____ According to our textbook, what are three things, you, as the researcher, will want to look for during your case study observations?

2. Page ____ According to our textbook, what are the goals and benefits of conducting an observation on your child?

3. Page ____ According to our textbook, what is a “direct observation”?

4. Page ____ According to our textbook, what is an “indirect observation”?

5. Page ____ What are the 8 “Guidelines for Observations”?

ECD 102 Case Study Activity 2

Name _____

1. Review the following NAEYC website and document 3 facts about conducting research in an ethical manner. <http://www.naeyc.org/research/ethical>
2. Why is it important for you to maintain confidentiality during your *case study* observations?
3. Why is it important for you to maintain unbiased documentation during your *case study* observations?
4. Why is it important for you to maintain fairness to your child during your *case study* observations?
5. How might these observations promote positive outcomes for the child you are observing?

ECD 102 Case Study Activity 3

Review (Ch. 1)

Name _____

1. List 2 things you need to do to present yourself as a professional researcher during your observations.
2. List 2 ways you will make an effort to involve the child's family in your observations.
3. List 2 ways you will make an effort to involve other professional colleagues.
4. List 2 community agencies that might benefit your child (make sure the agency works with families and children between birth and 2 years old)?
5. List 2 things you hope to gain personally from doing these observations that will help you in your early childhood career.

Physical Development (Ch. 8)

Name _____

1. Page ____ According to our textbook, what is the average length and weight for the gender and age of your *case study* child?
2. What is the length and weight of your *case study* child? Height: _____ Weight: _____
Is your *case study* child a girl or a boy?
3. Page ____ Figure 8-3 shows the sequence or milestones in which babies can control their head, neck, and trunk muscles. Give 2 examples of head-to-neck control your *case study* child has mastered.
4. Page ____ According to our textbook, control of arms, hands, and fingers develops in stages. Which type of grasp has your *case study* child has mastered? _____ Give 2 examples:
5. What did you enjoy most about observing your *case study* child's physical development?

ECD 102 Case Study Activity 5

Running Record Observation and Comments

Name _____

Directions: Thoroughly document everything that your *case study* child does as it occurs during your 20 minute observation.

Location of Observation _____

Date of Observation _____

Time of Observation _____ to _____

Observations

Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.

Comments and Analysis

Drawing inferences and conclusions that evidence accurate child development descriptions.

Name _____

1. Page ____ According to our textbook, babies change their seeing, hearing, and touching preferences as they try to learn about their new world. Document 2 of your *case study* child's preferences for seeing, hearing, and touching.
Seeing

Hearing

Touching

2. Page ____ According to our textbook, your *case study* child is in the sensory motor stage of cognitive development. Circle the substage that your *case study* child is in substage 1, substage 2, substage 3, or substage 4 of Piaget's Stages of Cognitive Development. Give 2 examples of things your *case study* child has said or done to back up your answer.

3. Page ____ According to our textbook, Vygotsky believes that while their baby is an infant, parents can best scaffold through emotional communication. If parents read the cues and respond, the foundation for learning will begin. Give an of how your *case study* child communicated during your observation, and tell what you think he/she was trying to communicate.

4. Page ____ Do the experiment on **Object Permanence** with your *case study* child. Describe his/her reaction for each step.

Step 1

Step 2

Step 3

Step 4

Step 5

5. What did you enjoy most about observing your *case study* child's intellectual development?

ECD 102 Case Study Activity 7

Running Record Observation and Comments

Name _____

Directions: Thoroughly document everything that your *case study* child does as it occurs during your 20 minute observation.

Location of Observation _____

Date of Observation _____

Time of Observation _____ to _____

Observations

Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.

Comments and Analysis

Drawing inferences and conclusions that evidence accurate child development descriptions.

Social-Emotional Development (Ch. 10)

Name _____

1. Page _____ According to the chart, some experts rate characteristics of a baby's temperament. Which temperament does your case study child exhibit? _____ Give 2 examples to support your answer.
2. Page _____ According to our textbook, your *case study* child is in the Trust vs. Mistrust stage of Erikson's Stages of Personality Development. Is your *case study* child exhibiting more initiative or more guilt at this time? _____ Give 2 examples to support your answer.
3. Page _____ According to our textbook, attachment behaviors are actions one person demonstrates to another person to show closeness to that person. Give 2 examples of attachment behaviors your *case study* child has exhibited.
4. Page _____ According to our textbook, babies who express a range of emotions, from happy to unhappy, show healthy development. Give 1 example of each:
Being happy

Being unhappy
5. What did you enjoy most about observing your *case study* child's social-emotional development?

ECD 102 Case Study Activity 9

Running Record Observation and Comments

Name _____

Directions: Thoroughly document everything that your *case study* child does as it occurs during your 20 minute observation.

Location of Observation _____

Date of Observation _____ **Time of Observation** _____ to _____

Observations

Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.

Comments and Analysis

Drawing inferences and conclusions that evidence accurate child development descriptions.

ECD 102 Case Study Activity 10

You will receive an *Ages and Stages Questionnaire* to complete with your *case study* child.

Circle the age that you will use for your *case study* child:

2 month, 4 months, 6 months, 8 months, 9 months, or 10 months

TURN IN YOUR LAB TRACKING SHEET WITH THE ASQ (Case Study 10)

Early Childhood Development Lab Site Tracking Sheet

Name: _____ Student ID: _____

ECD-102

Assignment – Case study of a child from 2 months – 11 months of age.

Semester: _____ Instructor: _____

Name of child care program, home, school, etc.:

Type of facility: ___ Child care center ___ Head Start center ___ Public school
 ___ Family child care home ___ Early Head Start center ___ Private school
 ___ Other: Describe: _____

Address of facility:

Contact Name: _____ Phone number: _____

Age of child observed: _____

Number of hours spent observing: _____

Signature of Contact Person: _____

Student Signature

Date

Name _____

Rubric – ECD 102 – Case Study Activity 1

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 1	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric - ECD 102 – Case Study Activity 2

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 2	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric – ECD 102 – Case Study Activity 3

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 3	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

27 - 30 = A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

Name _____

Rubric - ECD 102 – Case Study Activity 4

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 4	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric – ECD 102 – Case Study Activity 5

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and or comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Documentation and or comments are not completed, or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Comments are not completed, or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

27 - 30 =A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

Name _____

Rubric - ECD 102 – Case Study Activity 6

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 6	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric – ECD 102 – Case Study Activity 7

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and or comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Documentation and or comments are not completed, or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Comments are not completed, or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

27 - 30 =A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

Name _____

Rubric - ECD 102 – Case Study Activity 8

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 8	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric – ECD 102 – Case Study Activity 9

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child.
Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and or comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Documentation and or comments are not completed, or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and /or are focused on a group of children, including “the case study child.” (7)	Comments are not completed, or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

27 - 30 =A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

Name _____

Rubric - ECD 102 – Case Study Activity 10

Purpose/Goal: Student will answer questions to review their textbook and observations with their “case study” child. Total possible score: 30 (3% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-9 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
ASQ	Every section of the ASQ is completed. (10)	½ of the sections of the ASQ are completed. (5)	Less than ½ of the sections of the ASQ are completed. (0)	
Accuracy in Scoring Each Section	Each line has an accurate score of 10, 5, or 0. Each individual section is accurately added. (10)	½ of the lines are scored and accurately added in each individual section. (5)	Lines are not scored and sections are not added. (0)	
Accuracy in Scoring Box on Last Page	The box is accurately scored based on the scores from each individual section. (10)	The box is completed, but scoring is inaccurate. (5)	Box is not scored. (0)	
Lab Site Tracking Sheet	Required by the ECD Program for tracking the ages of children and types of locations of your observations.			
Total				

27 - 30 = A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

Name _____

Rubric - ECD 102 – Reflection Paper Rubric

Directions: After completing the assigned activities for the case study on the child you have chosen, you will write a summary of your findings. To maintain confidentiality, respect, and professionalism, please change the name of your “case study” child, and do not take any pictures. Possible Points: 100 (10% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts). Work will not be accepted after one week.

Aligned with NAEYC Standards*

Criteria	Excellent	Good	Poor	Unacceptable	Points
Opening Paragraph <i>NAEYC Standard 3a</i>	Discuss the goals and benefits of conducting this assessment on this child. (10)	Discussed goals or benefits (8)	Limited knowledge of goals or benefits (5)	Does not mention goals or benefits (0)	
Using Observation <i>NAEYC Standard 3b</i>	Describe what you learned about the child’s: -Physical development (include skeletal growth and motor dev.) (20) -Intellectual development (include cognitive and communication) (20) -Social-Emotional development (10)	Information is complete but not as comprehensive as necessary (8 points per domain)	Information is incomplete, incorrect or very minimal (5 points per domain)	Element is missing (0 points per domain)	
Responsible Assessment <i>NAEYC Standard 3c</i>	Discuss the need for confidentiality, unbiased observations, and fairness to the child. How might this assessment promote positive outcomes for this child? (12)	Three of four elements complete. (10)	Two of four elements complete. (8)	One element complete or information incorrect (1) Did not discuss (0)	
Assessment Partnerships <i>NAEYC Standard 3d</i>	How might you involve the child’s family in this assessment? Describe how you might involve other professional colleagues or community agencies to benefit this child (20)	Information complete but not comprehensive (15)	Incomplete or minimal information (10)	Missing (0)	
Written and verbal skills <i>NAEYC Standard SS3</i>	Case study is typed, well organized, and has fewer than three spelling or grammatical errors. Case study is presented to the class. (8)	One element missing or 3-4 spelling/grammatical errors (5)	Two elements missing or 5-6 spelling/grammatical errors (2)	More than two elements missing or more than 7 spelling / grammatical errors (0)	

A=93-100;

B=85-92;

C=75-84;

D=70-74;

F=Below 70

Name _____

ECD 102

Skills Necessary to Succeed in the ECD Program Portfolio

Purpose/Goal: Students will complete sections of the portfolio in preparation for ECD 243.
 Total possible score: 100 (10% of final grade)

Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).

Work will not be accepted after one week.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Notebook Cover Sheet	Cover sheet for notebook includes: <i>Skills Necessary to Succeed in the ECD Program Portfolio</i> name, and a picture of your choice. (25)	Cover sheet for notebook is missing 1-2: <i>Skills Necessary to Succeed in the ECD Program Portfolio</i> name, and a picture of your choice. (13)	No cover sheet for notebook. (0)	
Skills Necessary to Succeed	Handout from the ECD website is included in front of portfolio. (25)		Handout from the ECD website is not included in front of portfolio. (0)	
Tab Dividers	8 tab dividers labeled: Resume/Philosophy Paper NAEYC Standard 1-7. (25)	8 tab dividers, not labeled: Resume/Philosophy Paper NAEYC Standard 1-7. (13)	No tab dividers. (0)	
Lab Site Packet	NAEYC Standard 6: Copy of SLED, Medical Statement, and Staff Health Assessment. (25)	NAEYC Standard 6: Missing 1 -2: Copy of SLED, Medical Statement, and Staff Health Assessment. (13kill)	Lab Site Packet is missing. (0)	

A=93-100; B=85-92; C=75-84; D=70-74; F=Below 70

Name _____

Theory/Theorist _____

Rubric – ECD 102 – Presentation

Presentation on theories/theorists should include a short biography with a picture, and your choice of 2 out of the following components:

___ 3-D model that you create demonstrating something about the theory/theorist (food creations, diorama, mobiles, etc.)

___ 3-4 slide PowerPoint presentation (26 pt. or larger font; no more than 4 lines of content per slide)

___ YouTube video (no more than 2 min. long)

___ Dress up to support theory/theorist

___ Song or fingerplay

Please check the components you are presenting.

*You must use and document your textbook and at least one other professional reference.

ECD 102

Rubric for Presentation

Component #1	Component #2	Component #3	Presentation	Total
25	25	25	25	100

27 - 30 = A; 22 - 26 = B; 21 - 17 = C; 13 - 16 = D; 12 points or less = F

ECD 102 – Growth and Development I

Assessment Record for _____

Assignments	Tests 300	Skill Nec. To Succeed Portfolio 100	Case Study Activities 300	Case Study Reflection 100	Presenta- tion 100	Lab Site Packet 100	Extra Credit 10
Presentation of theory/Theorist					100		
Lab Site Packet: SLED SCDSS Medical (Form 2901) SCDSS Staff Health (Form 2926)						50 25 25	
Test 1	100						
Test 2	100						
Test 3	100						
Portfolio		100					
C. S. Activity 1			30				
C. S. Activity 2			30				
C. S. Activity 3			30				
C. S. Activity 4			30				
C. S. Activity 5			30				
C. S. Activity 6			30				
C. S. Activity 7			30				
C. S. Activity 8			30				
C. S. Activity 9			30				
C. S. Activity 10			30				
C. S. Reflection				100			
Extra Credit (Instructor Evaluation)							10
Total	300/	100/	300/	100/	100/	100/	10/

Age of Child/ASQ _____
 Lab Tracking Sheet _____
 Midterm Grade _____ Tardies/Absences _____
 Final Grade _____ Tardies/Absences _____

A = 93-100 930-1,000 points
 B = 85-92 850-929 points
 C = 75-84 750-849 points
 D = 70-74 700-749 points
 F = Below 70 Below 700 points

Midland's Technical College
ECD 102 – Growth and Development I
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

What the instructor needs to know to help me be successful in this class:

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ **Date:** _____

INSTRUCTOR: _____ **Date:** _____

Lab Site Packet

Note to students:

It is your responsibility to have these forms completed and turned in by the assigned due date. Once you have turned the packet in for a grade, the packet will be returned to you and you will need to put the packet into a folder and keep it for these ECD classes:

ECD 107, ECD 108, ECD132, ECD 207, ECD 237, ECD 243, ECD 251, ECD 257.

Packet contains:

1. SLED Background Check Information. **You will need to access the SLED website.** Follow the directions and turn in the email you receive from SLED.
2. Medical Statement DSS Form 2901 (OCT 07). **You will complete the form.** Make sure you have the date of verification for the TB test.
3. Staff Health Assessment DSS Form 2926 (JUN 09). **You will need to have this form completed by a health care provider.**

1. South Carolina Law Enforcement Division (SLED) Background Check Information

****** If you are receiving the TEACH Scholarship, contact TEACH about paying for this.******

You will not be able to work in the Early Childhood field in any capacity if you have ever committed any *Crimes against Morality*. Contact DSS at 898-9028 if you have questions.

All students who participate in lab experiences through Midlands Technical College must show proof of a SLED background check. If you are currently working in a child care program, please ask for a copy of your background check and place this in your own folder to take with you when attending lab sites - along with your Medical Statement DSS Form 2901 (OCT 07), and Staff Health Assessment DSS Form (JUN 09).

If you have not received a SLED background check, you need to go on the SLED website at www.sled.sc.gov. This may **not** be done in person. A non-refundable fee of \$25.00 is required.

Directions for acquiring the SLED Background Check:

1. www.sled.sc.gov
2. Click on *Criminal Records Check* in left column.
3. Read and click *I accept terms and conditions*.
4. Click *Not Eligible*.
5. Fill out personal information and click *Submit*.
6. Choose payment option and click *Submit*.
7. Fill out credit card information and click *Submit*.