



## **ECD 201 - Principles of Ethics and Leadership in Early Care and Education**

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### **Early Childhood Development Business and Public Service**

#### **Semester Year**

**Catalog Course Description:** This course includes an overview of historical views on leadership, and issues and challenges of leadership in early care and education. Emphasis is on current trends and issues. This course also reviews ethical principles as they relate to children, families, colleagues, and the community and society.

**Prerequisite(s):** ECD 101, ENG 101  
**Credit Hours:** 3.0  
**Class Schedule:**

**Instructor:** Sandra Hackley  
**Office:** SA 125 or RH 106  
**Office Hours:**  
**Telephone:** 803-822-3592  
**E-mail:** [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)  
**Campus Mailbox:** SA 119 or RH 126A  
**Program Website:** [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd)

**Program Director:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)  
**Program Assistant:** Donya Albert, (803) 822-3358, [albertd@midlandstech.edu](mailto:albertd@midlandstech.edu)  
**Departmental Assistant:** Kim Bauer, (803) 822-3320, [bauerk@midlandstech.edu](mailto:bauerk@midlandstech.edu)  
**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Textbook(s):** Sullivan, D.R. (2013). *Learning to Lead*. New Jersey: Pearson/Merrill/ Prentice Hall. (Second Edition).

Feeney, S. & Freeman, N.K. (2006). *Ethics and the Early Childhood Educator: Using the NAEYC Code*. Washington, DC: NAEYC. (2nd Edition).

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

1. Develop a personal philosophy of early care and education; (NAEYC all)
2. Identify major historical views on leadership and describe how they have impacted current early care and education programs; (NAEYC 6a, 6b, 6c, 6d)
3. Describe appropriate ethical relationships with children, families, colleagues, community, and society; (NAEYC 6b)
4. Develop a personal professional leadership career plan for the field of early care and education; and (NAEYC 6a, 6d)
5. Report on a current issue affecting early care and education. (NAEYC 6d, 6e)

#### **Course Outcomes and Competencies:**

**Intended Course Outcome #6:** Students will be able to examine what it means to become a professional in the field of early childhood.

**Course Competency 6a:** Students will be able to identify and involve themselves with the early childhood field;

**6b:** Students will be able to examine ethical standards and other early childhood professional guidelines; and

**6c:** Students will be able to demonstrate continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

**Performance Measurement Instrument and Success criteria:** Students will successfully complete an educational philosophy paper.

## **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:**

### **Test: 200 potential points (20% of final grade)**

There will be 2 tests at 100 points each.

### **Educational Philosophy: 200 potential points (20% of final grade)**

Each student will be required to write their personal philosophy of early care and education. The following must be included: your personal view of ethics in education; discipline; how children learn best; individuals (theorists, educators, etc.) who have influenced your views; assessment; alignment with the Early Childhood field; and engaging families. This is worth 200 points.

### **Personal Professional Leadership Career Plan: 100 potential points (10% of final grade)**

Each student will design a 10-year personal professional leadership career plan for the field of early care and education. State your ultimate goal at the end of the 10-year period. Start in the present and include milestones that you will achieve as you work toward your ultimate goal. Indicate how you will attain each milestone and ultimately your goal. Your ultimate leadership goal may be in one of the following areas: Advocacy, CCR&R, Training, Higher Education, Professional Organizations, mediation, etc. This is worth 100 points.

**Discussion Boards: 100 potential points (10% of final grade)**

Each discussion board is worth 10 points.

**Ethical Situations (Ethics in the Early Childhood Educator – Cases 1-10): 200 potential points (20% of final grade)**

Read each situation carefully and indicate the players, the issue, the best NAEYC Code of Ethical Conduct principle that suggests what the ethical response should be, and the best solution based on the principle. This is worth 200 points.

**Current issue in early care and education: 100 potential points (10% of final grade)**

Each student will choose a current issue in early care and education and discuss the impact on the field of early childhood, what needs to happen, and what can you do (personally) to make a difference. This is valued at 100 points.

**Advocacy/Leadership Project: 100 potential points (10% of final grade)**

Individuals or small groups will work on a leadership or advocacy project based on a current issue, community need, or a leadership opportunity. One of these leadership opportunities can include student membership in SCECA (only \$25) and attendance at a district SCECA meeting or helping at a state conference. The value is 100 points.

**To Become a member of a South Carolina Early Childhood Membership Organization, you can go to:**

South Carolina Early Childhood Association (SCECA) – [www.sceca.org](http://www.sceca.org)

South Carolina Association for the Education of Young Children (SCAEYC) – [www.scaeyc.org](http://www.scaeyc.org)

**Course Grading:**

**Specific Assignments: Grading**

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.**

Tests (2 @ 100 points each)	200
Personal Professional Career Leadership Plan	100
Ethical Situations	200
Current Issues Paper	100
Advocacy/Leadership Project	100
Philosophy Paper	200
Discussion Boards	<u>100</u>
<b>Total Points =</b>	<b>1000</b>

**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

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

**Names and Phone Numbers:**

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## 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. Hybrid classes will also count on-line discussion boards as a component of the attendance for this class.

**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](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.

**Accessibility and 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. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at [disability@midlandstech.edu](mailto:disability@midlandstech.edu) if you have any questions or concerns.

**Copyright:**

**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](http://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 CCCCDD will translate the ECD classes into DSS hours. For more information, go to [http://www.sc-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

(Revised September 2013)

**Rubric for Discussion Board Questions (10 points for each entry x 10 entries)**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
Discussions are completed on time	Discussion is entered on time (5)	Discussions are entered, but not on time (2)		Did not enter discussion (0)	
Answers are comprehensive and reflective	Discussion is comprehensive and reflective (5)	Discussion is somewhat comprehensive or reflective (3)	Discussions are brief and show no reflective thinking (1)	Did not enter discussion (0)	
Total possible score: 10      Actual Score: _____					

## Course Topic Outline/Course Calendar with Assignments:

Date	Class	Assignments Due
Week 1	Introductions Course Overview	None
Week 2	Leadership & Management	<u>Lead</u> Chapter 1 – Leadership in Early Childhood Education Discussion Board (DB) 1
Week 3	Morality & Ethics Overview of the Code	<u>Ethics</u> Chapter 1 - An Introduction to Morality and Ethics <u>Ethics</u> Chapter 2 – The NAEYC Code of Ethical Conduct DB 2
Week 4	Yes, you are a leader!!! Share Career & Leadership Plans	<u>Lead</u> Chapter 2 – Who, Me, a Leader? <b>Personal Professional Leadership Career Plan Due</b> DB 3
Week 5	Effective Leadership Decide on Advocacy/ Leadership Projects	<u>Lead</u> – Chapter 3 – Being an Effective Leader DB 4
Week 6	Meet about projects Discuss Philosophy Papers <b>Test on Chapters 1, 2 &amp; 3 in <u>Lead</u> &amp; 1 &amp; 2 in <u>Ethics</u></b>	Study for Test DB 5
Week 7	Ethical Dilemmas Ethical Responsibilities to Children Do Cases 1 & 2 in class	<u>Ethics</u> – Chapter 3 – Addressing Ethical Issues <u>Ethics</u> – Chapter 4 – Ethical Responsibilities to Children DB 6
Week 8	Review Cases Families	<u>Ethics</u> Chapter 5 - Ethical Responsibilities to Families Cases 1 and 2 Cases 3 and 4 DB 7
Week 9	Review Cases Colleagues	<u>Ethics</u> Chapter 6 - Ethical Responsibilities to Colleagues Cases 5 and 6 Cases 7 and 8 DB 8
Week 10	Share Current Issues Papers <b>Test –Chapters 3 -6 in <u>Ethics</u></b>	<b>Current Issues Paper Due</b> Study for test Cases 9 and 10 DB 9
Week 11	Video – Corridor of Shame Work on Projects	<u>Ethics</u> – Chapter 7 – Ethical Responsibilities to Community and Society DB 10
Week 12	Community & Society Advocacy Work on Projects	<u>Lead</u> – Chapter 4 – It Takes a Village <u>Lead</u> – Chapter 5 – Empowerment, Followship, and Advocacy <b>Philosophy Paper Due</b>
Week 13	Share advocacy/leadership projects	<u>Ethics</u> – Chapter 8 – The Code of Ethical Conduct is a Living Document <b>Advocacy/Leadership Projects Due</b>

**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.**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Ethical Situations

**Directions:** Read each situation carefully. Identify who is involved in this situation and decide on the issue. Look in the NAEYC Code of Ethical Conduct and identify the most appropriate principle that suggests what the ethical response should be. Provide a comprehensive description of how you would handle this situation. Each case is worth 20 points.

**Case 1: The Bed Wetter:** You are a teacher in a preschool. A mother often tells you how proud she is of her daughter, although you have heard her speaking harshly to the child. One day the child comes to school visibly upset and tells you that her mother spanked her in the middle of the night. You ask the mother about it, and she explains that she spanked her child because she wet the bed. When you tell the mom that bed-wetting often happens with this age group and usually disappears over time, she tells you that spanking cured her older daughter of bed-wetting. (Feeney, 2A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

**Case 2: HIV/AIDS:** You are a family child care provider. You have accepted a child with HIV/AIDS in your program because you know from research studies that the disease has never been transmitted in a preschool setting, and you feel this family deserves a chance. Although you have respected the family’s confidentiality, as required by law, somehow the other families find out and threaten to withdraw their children from your care. (Feeney, 6A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Ethical Situations

**Directions:** Read each situation carefully. Identify who is involved in this situation and decide on the issue. Look in the NAEYC Code of Ethical Conduct and identify the most appropriate principle that suggests what the ethical response should be. Provide a comprehensive description of how you would handle this situation. Each case is worth 20 points.

**Case 3: The Broken Marriage:** You are a family child care provider. A parent of a child in your care confides in you and tells you that she is having marital difficulties. Your best friend, another parent, suspects that this family is having problems. She pumps you for information. (Feeney, 1A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

**Case 4: Contagious Diarrhea:** You have been informed that a 2-year old in the next classroom has been diagnosed as having contagious diarrhea. You expect families will be alerted to the illness through a posted notice, but the director of your center has dismissed the problem, only telling teachers to be sure to wear gloves and wash their hands after diapering. You go to the director and express your concern. She says she doesn't want to upset the parents and that good hygiene should take care of the problem. (Feeney, 13A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Ethical Situations

**Directions:** Read each situation carefully. Identify who is involved in this situation and decide on the issue. Look in the NAEYC Code of Ethical Conduct and identify the most appropriate principle that suggests what the ethical response should be. Provide a comprehensive description of how you would handle this situation. Each case is worth 20 points.

**Case 5: The Incompetent Teacher:** You are a preschool teacher. The teacher in the class next door is not doing a great job. She often comes in without any plans made and borrows activities from you. Her classroom is chaotic, and you have seen children doing things that are inappropriate, even dangerous. (Feeney, 5A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen?) (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

**Case 6: The Great Assistant:** You are a preschool teacher. Finally, after two frustrating years of not having a good assistant teacher, you have a great one. She's reliable, has training, is smart, and is great with the children. Your director comes to you and explains that she has an opening for a teacher in another class. She asks if you think your assistant might be a good person for the job. You don't want to lose this great partnership. (Feeney, 3A)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen?) (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Ethical Situations

**Directions:** Read each situation carefully. Identify who is involved in this situation and decide on the issue. Look in the NAEYC Code of Ethical Conduct and identify the most appropriate principle that suggests what the ethical response should be. Provide a comprehensive description of how you would handle this situation. Each case is worth 20 points.

**Case 7: Angry Teacher:** Your co-teacher is often angry at administrative decisions made in the center. On a number of occasions you have heard her complaining about these things to parents. (Feeney)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

**Case 8: Resource Teacher:** A 6-year old boy in your class began to cry when it was time for him to go to the resource teacher. He complained that she scared him and thumped him on the head. You approach her later and tell her of the child's comment. She denies the accusation, saying that he was lying. Since you know she was removed from a regular classroom because of complaints that she was shaking and hitting children, you believe that the child was telling the truth. (Feeney)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Ethical Situations

**Directions:** Read each situation carefully. Identify who is involved in this situation and decide on the issue. Look in the NAEYC Code of Ethical Conduct and identify the most appropriate principle that suggests what the ethical response should be. Provide a comprehensive description of how you would handle this situation. Each case is worth 20 points.

**Case 9: The ineffective CPS Agency:** You are the director of a child care center. A child in your center shows definite signs of being abused. You know that you should report the case to your local child protective services agency, but the last time you referred a child to them, a worker visited the family but did not promptly intervene. The family left town, never to be heard from again. (Feeney, 7B)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

**Case 10: The Former Colleague:** You are the director of a children’s center where there is a teacher’s job open. A former colleague from another program applies for the position. She is the most qualified candidate and a great teacher, but you never liked her personally. (Feeney, 1B)

Criteria	Excellent	Good	Minimal	Poor	Points
Identify the Players	Identifies all of the individuals involved in the situation. (4)	Identifies most of the individuals involved in the situation. (3)	Identifies some of the individuals involved in the situation. (2)	Did not identify any individuals. (0)	
Identify the Issue	Issue is stated in the form of one or more questions (i.e. Do I do .... and this would happen or do I do ... and this would happen? (6)	Issue is stated, but not in the form of a question. (4)	Issue is unclear/incomplete. (2)	Issue not stated. (0)	
Identify the Most Appropriate Principle	Identifies the most appropriate principle. (4)	Identifies a good principle, but not the most appropriate one. (3)	Identifies a principle, but not related to the issue. (2)	Did not identify a principle. (0)	
What Would You Do?	Comprehensive description of how you would handle the situation. (6)	Description of how you would handle the situation. (4)	Minimal description of how you would handle the situation. (2)	Did not describe how you would handle this situation. (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Personal Professional Leadership Career Plan

**Directions:** Each student will design a 10-year personal professional leadership career plan for the field of early care and education. State your ultimate goal at the end of the 10-year period. Start in the present and include milestones that you will achieve as you work toward your ultimate goal. Indicate how you will attain each milestone and ultimately your goal. Your ultimate leadership goal may be in one of the following areas: Advocacy, CCR&R, Training, Higher Education, Professional Organizations, mediation, etc. This is worth 100 points.

Criteria	Excellent	Minimal	Poor	Points
State 10 year goal	Goal statement is clear and comprehensive (30)	Goal statement was incomplete or unclear (15)	Did not state goal (0)	
Start in present and include milestones	Milestones are clear and comprehensive (30)	Milestones are unclear or incomplete (15)	No milestones stated (0)	
Indicate how you will attain each milestone and ultimately your goal	Response is clear and comprehensive (30)	Response is incomplete or unclear (15)	Did not indicate (0)	
Presentation	Presents plan to class. Presentation shows thought and creativity. (10)	Presents plan to class. (5)	Does not present plan to class (0)	
<b>Total</b>				

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rubric – ECD 201 – Current Issues in Early Care and Education

**Directions:** Each student will choose a current issue in early care and education (ECE) and discuss the impact of it on teachers, children, parents, the field of early care, etc. This is valued at 100 points.

Criteria	Excellent	Good	Minimal	Poor	Points
Topic is current issue	Topic is a current issue in ECE (15)	Topic somewhat relates to ECE (10)	Topic is current but not in ECE (5)	Topic is not a current issue in ECE (0)	
Discuss impact of issue on all involved	Discussion of impact is clear and comprehensive (20)	Discussion of impact is somewhat clear (15)	Discussion of impact is unclear or incomplete (10)	Did not discuss impact of issue (0)	
Discuss what needs to happen.	Discussion of what needs to happen is comprehensive (20)	Discussion is somewhat comprehensive (15)	Minimal discussion (10)	No discussion (0)	
Make it personal	Discuss something you could do to help resolve this issue (15)	Discussion is not personal (10)	Minimal discussion (5)	No discussion (0)	
Organization	Paper is well organized (10)	Paper is mostly well organized (8)	Paper is somewhat organized (5)	Paper is poorly organized (0)	
Own words	Words that are not own are in quotes and cited. Otherwise student uses own words. (10)	Most of the words used are student's own and most quotes are cited. (8)	Most of the paper uses own words. (5)	Paper is not written using student's own words (0)	
Sources	Sources are listed and are in APA style (5)	Sources are listed but are not in APA style (3)	Sources are stated but incomplete (1)	Sources are not stated (0)	
Grammar	No spelling or grammatical errors (5)	Less than 3 spelling and/or grammatical errors (3)	4-6 spelling and/or grammatical errors (1)	7 or more spelling and/or grammatical errors (0)	
<b>Total</b>					

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Due Date: \_\_\_\_\_ Date Received: \_\_\_\_\_

**ECD 201 – Principles of Ethics and Leadership – Philosophy Paper - Possible Points: 200**  
**Aligned with NAEYC Standards and Supportive Skills\***

**Directions:** Each student will be required to write a personal philosophy of early care and education. The following criteria must be included in this paper. This Plan will count as 20% of the total grade for this course.

Criteria	Excellent	Good	Fair	Poor	Points
<b>Identifying and involving oneself with the early childhood field</b> <i>NAEYC Standard 6a</i>	Describe your beliefs about the value of quality early childhood education; how children learn best; any theorists who influenced your personal philosophy; and your current or future involvement with the early childhood field (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Ethical standards and professional guidelines</b> <i>NAEYC Standard 6b</i>	Discuss your knowledge of ethical standards and other professional guidelines. Discuss how NAEYC’s Code of Ethical Conduct may be used to analyze and resolve ethical dilemmas (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Continuous, collaborative learning</b> <i>NAEYC Standard 6c</i>	Share your ideas about continuing to learn and grow as an early childhood professional (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Reflective perspectives</b> <i>NAEYC Standard 6d</i>	Summarize your research on a current issue in early childhood education and your thoughts on how to resolve this issue and its impact on children (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Advocacy</b> <i>NAEYC Standard 6e</i>	Describe an opportunity you had to advocate for a child, a family, an early education program, or the field of early childhood education (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Partnerships with Families</b> <i>NAEYC Standard 2</i>	Describe your personal philosophy about involving families and communities in young children’s development and learning. (20)	Missing some information or thoughts could be better developed. (15)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Assessing children</b> <i>NAEYC Standard 3</i>	Discuss your personal philosophy about observing, documenting, and assessing to support young children and families (20)	Missing some information or thoughts could be better developed. (15)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Summary</b> <i>NAEYC Supportive Skill 1</i>	Provide an assessment of your own goals, strengths, and needs as a professional. Describe your plans for the future. (25)	Missing some information or thoughts could be better developed. (20)	Limited knowledge or thoughts are unclear/incomplete (10)	Does not mention (0)	
<b>Writing skills</b> <i>NAEYC Supportive Skill 3</i>	Paper is typed, using 12 point font, 1” margins, and less than two spelling or grammatical errors (10)	Paper is typed using 12 point font and 1” margins. Two - three spelling or grammatical errors (8)	Paper is typed using 12 point font and 1” margins. Four or five spelling or grammatical errors (5)	Paper is not typed or more than five spelling or grammatical errors (0)	
<b>Total Score</b>					

**\*NAEYC standards used in this assessment:** 2: Building family and community relationships; 3: Observing, documenting, and assessing to support young children and families; 6a: Identifying and involving oneself with the early childhood field; 6b: Knowing about and upholding ethical standards and other professional guidelines; 6c: Engaging in continuous, collaborative learning to inform practice; 6d: Integrating knowledgeable, reflective, and critical perspectives on early education; 6e: Engaging in informed advocacy for children and the profession.  
**NAEYC supportive skills used in this assessment:** 1: Self-assessment and self-advocacy; 3: Written and verbal skills

A=186-200; B=170-185; C=150-169; D=140-149; F=Below 140

**ECD 201 – Principles of Ethics and Leadership in Early Childhood**

**Assessment Record for \_\_\_\_\_**

<b>Assignments</b>	<b>Possible Points</b>	<b>Actual Points</b>
<b><u>Chapter Tests</u></b>		
Test 1	100	
Test 2	100	
<b>Personal and Professional Career Leadership Plan</b>	100	
<b>Ethical Situations</b>	200	
<b>Current Issues</b>	100	
<b>Advocacy/Leadership Project</b>	100	
<b>Philosophy Paper</b>	200	
<b>Discussion Boards</b>	100	
<b>Totals</b>	1,000	

- |              |                  |
|--------------|------------------|
| 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 201 – Principles of Ethics and Leadership in Early Care and Education**  
**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:** \_\_\_\_\_