



## **ECD 203 – Growth and Development II**

### **Early Childhood Development**

### **Business and Public Service**

#### **Semester Year**

**Catalog Course Description:** This course is an in-depth study of preschool children growing and developing in today's world. Focus is on "total" development of the child with emphasis on physical, social, emotional, cognitive and nutritional areas of development. Developmental tasks and appropriate activities are explored in the course.

**Prerequisite(s):** ECD 102

**Credit Hours:** 3

**Class Schedule:**

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

**Campus Mailbox:**

**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)

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**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto: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 ages 4-8. (NAEYC 1a, 1b, 4c)
2. Identify the influence of environment on the development of the child. (NAEYC 1a, 1b)
3. Observe and record information that reflects inter-relationships of the physical, social, emotional, language and cognitive domains of development of a child from ages 4-8. (NAEYC 3a, 3b, 3c,3d)
4. Plan and implement age and individually appropriate activities for a child from 4-8 years, based on knowledge of developmental milestones. (NAEYC 1a, 1c, 4b, 4c, 4d)
5. Describe the importance of supportive adult and peer relationships for children from ages 4-8. (NAEYC 1b, 2a, 2b, 2c)

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

**Intended Course Outcome #3:** Students will be able to observe, document, and assess young children and explain how appropriate assessment supports young children and families.

**Course Competency 3c:** Students will be able to use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

**Performance Measurement Instrument and Success criteria:** Students will successfully complete a case study reflection paper on a child from four to five years.

#### **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.**

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

There will be 2 tests during the semester.

#### **Exit Slips: 100 potential points (10 % of final grade)**

You will be given an Exit Slip to complete and turn in at the end of each class.

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

Choose a child from **4 years old to 5 years** 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.

**Special Needs Project: 100 potential points (10% of your final grade)**

Students will choose a special needs topic related to chapter 24 to do a presentation on. See rubric for specific grading components.

**Current Events Presentation: 100 potential points (10% of final grade)**

Students will choose a current event related to a topic in chapter 25 to do a presentation on. See rubric for specific grading components.

**Career Decisions Presentation: 100 potential points (10% of final grade)**

Choose one of the topics, 13-18 on pages 25-26, to do a presentation on. See rubric for specific grading components.

**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 (2 @ 100)	200
Exit Slips (10 @ 10)	100
Case Study Activities (10 @ 30)	300
Case Study Reflection	100
Current Events	100
Special Needs Project	100
Career Decisions	<u>100</u>
<b>Total = 1000</b>	

**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:**

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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.

**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.

**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](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 CCCCCD 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).

(July 2013)

**Notes:**

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## ECD 203 COURSE OUTLINE

Revised 8/2/2013

Week/ Date	Topic	Assignments Due
1/	First Day; Getting to Know You Review Syllabus and Course Expectations; Essential Skills Choose Special Needs Topic related to Chapter 24 Choose Current Event related to Chapter 25	
2/	Chapter 16 Turn in age of “case study” child in months/ <b>pick up ASQ</b>	Notes for Chapter 16 Age of case study child in months(48, 54 or 60 mths) Case Study Activities 1-2
3/	Chapter 17	Notes for Chapter 17 Case Study Activities 3-4
4/	Chapter 18	Notes for Chapter 18 Case Study Activities 5-6
5/	Chapter 19	Notes for Chapter 19 Case Study Activities 7-10 Lab Tracking Sheet
6/	Chapter 20	Notes for Chapter 20
7/	Chapters 21-22	Notes for Chapters 21-22
8/	Test Chapters 19-22  MIDTERM WEEK *Conference with me about your current absences and points.	Review for Test  Bring Points Record for Midterm Week conference
9/	Chapter 23	Notes for Chapter 23 Reflection Paper
10/	Chapter 24 Presentation of Special Needs Project	Notes for Chapter 24 Special Needs Project
11/	Chapters 25-26 Presentation of Current Event	Notes for Chapters 25-26 Current Event
12/	Test Chapters 23-26	Review for Test
13/	Presentation of Career Decisions **LAST DAY ANY HOMEWORK WILL BE ACCEPTED** Instructor Evaluations • 10 points extra credit	Career Decisions
14/	Presentation of Reflection Papers  *Conference with me about your final grade <b>LAST DAY OF CLASS</b>	Bring Points Record for conference about final grade Bring food CONGRATULATIONS!!!
15/	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 203 Case Study Activity 1**  
**Direct and Indirect Observations (Ch. 1)**

Name \_\_\_\_\_

**Directions:** Use the checklist provided to do a “direct/indirect observation.”

Location of Observation \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time of Observation \_\_\_\_\_ to \_\_\_\_\_

What pages in the book did you reference? \_\_\_\_\_

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**ECD 203 Case Study Activity 2**  
**Review (Ch. 1)**

1. Page \_\_\_\_\_ According to our textbook, what are the goals and benefits of conducting an observation on your infant?
  
2. Page \_\_\_\_\_ According to our textbook, what is a “direct observation”?
  
3. Page \_\_\_\_\_ According to our textbook, what is an “indirect observation”?
  
4. Page \_\_\_\_\_ What are the 8 “Guidelines for Observations”?



### **ECD 203 Case Study Activity 3**

Name \_\_\_\_\_

1. Why is it important for you to maintain confidentiality during these observations?
2. Why is it important for you to maintain unbiased documentation during these observations?
3. Why is it important for you to maintain fairness to your infant during these observations?
4. How might these observations promote positive outcomes for your child?

### **ECD 203 Case Study Activity 4**

1. In what ways will you, or could you in the future, involve the child's family in your observations?
2. How might you involve other professional colleagues?
3. Which community agencies might benefit your child?
4. What do you hope to gain personally from doing these observations that will help you in your early childhood career?

**ECD 203 Case Study Activity 5  
Physical Development (Ch. 16)**

Name \_\_\_\_\_

**Directions:** Use the *Ages and Stages* provided to do a “direct/indirect observation” on your child’s physical development, including gross motor and fine motor.

Location of Observation \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time of Observation \_\_\_\_\_ to \_\_\_\_\_

What did your child score in this area? \_\_\_\_\_

What does this score indicate?

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**ECD 203 Case Study Activity 6  
Review (Ch. 16)**

1. Page \_\_\_\_\_ According to our textbook, describe your child’s gross motor development.
  
2. Page \_\_\_\_\_ According to our textbook, describe your child’s fine motor development.
  
3. Page \_\_\_\_\_ What is your child’s favorite physical activity?
  
4. Choose a website from the list.  
Website \_\_\_\_\_  
Review

How does it relate to your child?

**ECD 203 Case Study Activity 7**  
**Intellectual Development (Ch. 17)**

Name \_\_\_\_\_

**Directions:** Use the *Ages and Stages* provided to do a “direct/indirect observation” on your child’s intellectual development, including communication and problem solving.

Location of Observation \_\_\_\_\_

Date of Observation \_\_\_\_\_

Time of Observation \_\_\_\_\_ to \_\_\_\_\_

What did your child score in this area? \_\_\_\_\_

What does this score indicate?

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**ECD 203 Case Study Activity 8**  
**Review (Ch. 17)**

1. Page \_\_\_\_\_ According to our textbook, describe an example of pretend play that your child has participated in.
  
  
  
  
  
  
  
  
  
  
2. Page \_\_\_\_\_ According to our textbook, describe your child’s substage of Piaget’s Stages of Cognitive Development. Give an example.
  
  
  
  
  
  
  
  
  
  
3. Page \_\_\_\_\_ According to our textbook, describe your child’s language abilities. Give an example.
  
  
  
  
  
  
  
  
  
  
4. Choose a website from the list.  
Website \_\_\_\_\_  
Review \_\_\_\_\_

How does it relate to your child?

**ECD 203 Case Study Activity 9**  
**Social-Emotional Development (Ch. 18)**

Name \_\_\_\_\_

**Directions:** Use the *Ages and Stages* provided to do a “direct/indirect observation” on your child’s social-emotional development: personal-social.

Location of Observation \_\_\_\_\_

Date of Observation \_\_\_\_\_ Time of Observation \_\_\_\_\_ to \_\_\_\_\_

What did your child score in this area? \_\_\_\_\_

What does this score indicate?

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**ECD 203 Case Study Activity 10**  
**Review (Ch. 18)**

1. Page \_\_\_\_\_ According to our textbook, describe your child’s personality as it relates to Erikson’s Stages of Personality Development. Give an example.
  
2. Page \_\_\_\_\_ According to our textbook, describe the factors influencing your child’s expectations of gender roles.
  
3. Page \_\_\_\_\_ According to our textbook, describe your child’s emotions. Give an example of 2 emotions your child has exhibited.
  
4. Choose a website from the list.  
Website \_\_\_\_\_  
Review

How does it relate to your child?

Name \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity 1

Purpose/Goal: Student will complete the appropriate *Ages and Stages Questionnaire* with “the case study child.”  
 Turn in case study #9 with the *Ages and Stages Questionnaire*.  
 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
<b>ASQ</b>	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)	
<b>Accuracy in Scoring Each Section</b>	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)	
<b>Accuracy in Scoring Box on Last Page</b>	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)	
<b>Total</b>				

### Rubric - ECD 203 – 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
<b>Case Study Activity 2</b>	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 203 – Case Study Activity 3

Purpose/Goal: Student will complete the appropriate *Ages and Stages Questionnaire* with “the case study child.”  
Turn in case study #9 with the *Ages and Stages Questionnaire*.  
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
<b>Case Study Activity 4</b>	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 203 – 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
<b>Case Study Activity 4</b>	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)	

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

Name \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity 5

Purpose/Goal: Student will complete the appropriate *Ages and Stages Questionnaire* with “the case study child.”  
 Turn in case study #9 with the *Ages and Stages Questionnaire*.  
 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
<b>ASQ</b>	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)	
<b>Accuracy in Scoring Each Section</b>	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)	
<b>Accuracy in Scoring Box on Last Page</b>	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)	
<b>Total</b>				

### Rubric - ECD 203 – 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
<b>Case Study Activity 6</b>	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)	

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

Name \_\_\_\_\_

### Rubric – ECD 203 – Case Study Activity 7

Purpose/Goal: Student will complete the appropriate *Ages and Stages Questionnaire* with “the case study child.”  
 Turn in case study #9 with the *Ages and Stages Questionnaire*.  
 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
<b>ASQ</b>	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)	
<b>Accuracy in Scoring Each Section</b>	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)	
<b>Accuracy in Scoring Box on Last Page</b>	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)	
<b>Total</b>				

### Rubric - ECD 203 – 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
<b>Case Study Activity 8</b>	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 203 – Case Study Activity 9

Purpose/Goal: Student will complete the appropriate *Ages and Stages Questionnaire* with “the case study child.”  
 Turn in case study #9 with the *Ages and Stages Questionnaire*.  
 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
<b>ASQ</b>	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)	
<b>Accuracy in Scoring Each Section</b>	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)	
<b>Accuracy in Scoring Box on Last Page</b>	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)	
<b>Total</b>				

### Rubric - ECD 203 – 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
<b>Case Study Activity 10</b>	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 \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

### Rubric - ECD 203 – 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 gross, fine motor, and self-help skills) (10) -Language and literacy development (10) -Cognitive development (10) -Social development (10) -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 you 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)	
<b>Written and verbal skills</b> <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)	

NAEYC standards used in this assessment: 3a: Understanding the goals, benefits and uses of assessment; 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches; 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child; 3d: Knowing about assessment partnerships with families and with other professionals; NAEYC supportive skills used in this assessment: 3: Written and verbal skills

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

Name \_\_\_\_\_

Special Needs \_\_\_\_\_

### Rubric – ECD 203 – Presentation

Presentation on a current event/special needs should include your choice of 3 out of the 4 components:

- \_\_\_ 3-D model that you create demonstrating something about the special needs
- \_\_\_ 3-4 slide PowerPoint presentation
- \_\_\_ Short journal article, with a picture if possible
- \_\_\_ YouTube video

Please check the components you are presenting.

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

ECD 203

Rubric for Presentation

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

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

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Name \_\_\_\_\_

Current Event \_\_\_\_\_

### Rubric – ECD 203 – Presentation

Presentation on a current event/special needs should include your choice of 3 out of the 4 components:

- \_\_\_ 3-D model that you create demonstrating something about the current event
- \_\_\_ 3-4 slide PowerPoint presentation
- \_\_\_ Short journal article, with a picture if possible
- \_\_\_ YouTube video

Please check the components you are presenting.

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

ECD 203

Rubric for Presentation

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

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

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Name \_\_\_\_\_

Career Decisions \_\_\_\_\_

### Rubric – ECD 203 – Presentation

Presentation on a current event/special needs should include your choice of 3 out of the 4 components:

- \_\_\_ 3-D model that you create demonstrating something about your career decisions
- \_\_\_ 3-4 slide PowerPoint presentation
- \_\_\_ Short journal article, with a picture if possible
- \_\_\_ YouTube video

Please check the components you are presenting.

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

ECD 203

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

### Early Childhood Development Lab Site Tracking Sheet

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

#### **ECD-203**

Assignment – Case study of a child from 4-5 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

## ECD 203 – Growth and Development II

### Assessment Record for \_\_\_\_\_

Assignments	Tests 200	Exit Slips 100	Case Study Activities 300	Case Study Reflection 100	Presen- tations 300	Extra Credit 10
Special Needs					100	
Current Event					100	
Career Decisions					100	
Test 1	100					
Test 2	100					
Exit Slips		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
<b>Total</b>	<b>200/</b>	<b>100/</b>	<b>300/</b>	<b>100/</b>	<b>300/</b>	<b>10/</b>

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

<b>Exit Slips</b> 10 pts.	
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____
Chapter _____	_____

**Midland's Technical College**  
**ECD 203 – Growth and Development II**  
**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:** \_\_\_\_\_