



ECD 201 – Principles of Ethics and Leadership in Early Care and Education

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:

Office:

Office Hours:

Telephone:

E-mail:

Campus Mailbox:

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3768, hackleys@midlandstech.edu

Program Assistant: Kim Bauer, (803) 822-3358, bauerk@midlandstech.edu

Departmental Assistant: Carolyn Deaver, (803) 822-3320, deaverc@midlandstech.edu

Department Chair: Melvin O. Hawkins, (803) 822-3592, hawkinsm@midlandstech.edu

Textbook(s): Sullivan, D.R. (2006). *Learning to Lead*. New Jersey: Pearson/Merrill/ Prentice Hall. (First Edition).

Feeney, S. & Freeman, N.K. (2006). *Ethics and the Early Childhood Educator: Using the NAEYC Code*. Washington, DC: NAEYC. (First 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 1a-c, 5c, 5d)
2. Identify major historical views on leadership and describe how they have impacted current early care and education programs; (NAEYC 4c)
3. Describe appropriate ethical relationships with children, families, colleagues, community, and society; (NAEYC 5b)
4. Develop a personal professional leadership career plan for the field of early care and education; and (NAEYC 5a-5e)
5. Report on a current issue affecting early care and education. (NAEYC 5e)

Course Outcomes and Competencies:

Intended Course Outcome: Students will know about and uphold ethical standards and other professional guidelines.

Course Competency: Students will develop an educational philosophy paper to discuss their knowledge of ethical standards and professional guidelines in the field of Early Childhood Education.

Performance Measurement Instrument and Success criteria: Successful completion of an educational philosophy paper. A standardized rubric will measure student success.

NAEYC Standards

1. Promoting Child Development and Learning

- 1a:** Knowing and understanding young children's characteristics and needs
- 1b:** Knowing and understanding the multiple influences on development and learning
- 1c:** Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments

2. Building Family and Community Relationships

- 2a:** Knowing about and understanding family and community characteristics
- 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in their 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
- 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c:** Understanding and practicing responsible assessment
- 3d:** Knowing about assessment partnerships with families & other professionals

4. Teaching and Learning

- 4a:** Knowing, understanding, and using positive relationships and supportive interactions
- 4b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c:** Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

5. Becoming a Professional

- 5a:** Identifying and involving oneself with the early childhood field
- 5b:** Knowing about and upholding ethical standards and other professional guidelines
- 5c:** Engaging in continuous, collaborative learning to inform practice
- 5d:** Integrating knowledgeable, critical & reflective perspectives on early education
- 5e:** Engaging in informed advocacy for children and the profession

Course Attendance: You are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not you are present. In the event of extenuating circumstances (illness, etc.), you 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.

You are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. If you arrive after your instructor has taken roll and marked you absent, it is YOUR responsibility to see the instructor after class ON THAT DAY and see that your absence is changed to a tardy.

You are counted tardy if you enter class after the instructor has taken roll until fifteen minutes past the start of class. If you enter class more than fifteen minutes late OR if you leave class more than fifteen minutes early, you 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.

Course Requirements:

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

There will be 3 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; diversity; inclusion, and parents. 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.

Reflections: 100 potential points (10% of final grade)

Using the reflections assignment guideline page, answer the questions briefly but thoroughly. This is worth 100 points (Ethics in the Early Childhood Educator, p. 98)

Ethical Situations (Ethics in the Early Childhood Educator – Cases 1-10): 100 potential points (10% of final grade)

Read each situation carefully, indicate whether the situation is ethical or unethical and state why you chose that response. Look in the NAEYC Code of Ethical Conduct for one or more principles or ideals that suggest(s) what the ethical response should be. Write the principle and/or ideal out. Example: Ethical (state your reason for the responses); P. 2-3: we shall inform families of and, when appropriate, involve them in policy decisions. This is worth 100 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 of it on teachers, children, parents, the field of early care, etc. See handout for list of issues. This is valued at 100 points.

Participation: 100 potential points (10% of final grade)

This grade is based on course participation and adherence to assignment dates. The value is 100 points.

Course Grading:

Specific Assignments: Grading

Tests (3 @ 100 points each)	300
Personal Professional Career Leadership Plan	100
Reflections	100
Ethical Situations	100
Current Issues Paper	100
Philosophy Paper	200
Participation Points	<u>100</u>
Total Points =	1000

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.

Classroom Conduct and Preparation:

You have chosen to be a student in this Early Childhood Development class. You will be treated and respected as a professional adult; in return, you 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.

You are in college. You will be treated and respected as an adult. It is a violation of the MTC Student Code to interfere with the learning process in the classroom. Be on time! It is inconsiderate to your classmates and disruptive to the class to arrive late. 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 you know you must leave early, please let the instructor know ahead of time.

Pagers and Cell Phones:

Pagers and cell phones **are disruptive** and are to be **turned to silent and kept inside of your pocket, purse, or bag** during class instruction time. If you have a precluding emergency situation that will require you to have your pager or cell phone turned on, it is your responsibility to get permission from the instructor before class begins. If you choose to exhibit the un-professional behavior of texting or talking on your phone during class, you will be marked absent.

Copyright Notice:

Warning to Users: Under current copyright law, students enrolled in this course are not permitted to scan and/or upload of full or lengthy works, stored on any departmental, course, tutorial, online homework websites. In addition, materials used in connection with the course may be subject to copyright protection and as such cannot be reproduced without permission from the copyright owner.

General Safety Requirements:

Due to the nature of this course there are no specific safety guidelines. However, to reinforce good work habits/ethics, students are expected to respect college property.

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.

Netiquette: What is "Netiquette"? Special rules of personal conduct that apply to all online communications.

- Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect.
- Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment.
- Be tolerant of views expressed by others. Your online classroom may well be bringing you together with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
- When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end of the modem. Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, people may take your humor personally, and you never know who may be offended by expressions that are commonplace to you.
- Don't send commercial advertisements or electronically forward "chain mail" to your classmates.
- Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Don't write anything that you don't want broadcast to a huge group of people.

Students are expected to read the student handbook and abide by its policies. Copies of the handbook may be obtained at various locations on campus and is located on the web: <http://www.midlandstech.edu/planner/>

Academic Dishonesty: The Student Code addresses what constitutes academic dishonesty. All forms of dishonesty including, but not limited to, cheating on tests, plagiarism, collusion and falsification, will call for discipline.

CHEATING ON TESTS includes:

- Copying from another student's paper.
- Using materials during a test not authorized by the person giving the test.
- Collaborating with any other person during a test without permission.
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or part the contents of any un-administered test.
- Bribing any other person to obtain information about tests.
- Substituting for another student, or permitting another student to substitute for oneself.

PLAGIARISM is the appropriation of any other person's work and unacknowledged incorporation of that work in one's own work offered for credit.

Campus Emergency Protocol: Students and employees are asked to report safety concerns or suspicious activities to Campus Security at 7199 (on campus) or 738-7199 (cell phone or off campus). In the event of an emergency, employees and/or students should immediately call Campus Security or local 911. If an emergency occurs, the college will use a variety of methods to communicate additional information and instructions including the MTC Information Centers, campus loud speakers, MTC Alerts! (http://www.midlandstech.edu/Phone_Alert.htm), voice mail, email, college Intranet, and the MTC website homepage.

Inclement Weather Policy: In the event weather conditions or other emergencies cause the closing or a delayed start of Midlands Technical College, announcements will be made over local radio and TV stations, on the MTC Web site, and on the college's information line (803-738-8234). Notices will be sent to students via Campus Cruiser Mail when applicable. Separate announcements may be made for day and evening classes as weather conditions change during the day.

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 10:00 a.m. in TTH, classes that normally meet at 8:00 a.m. will not meet, but classes beginning at 9:30 a.m. will meet. If the college closes at 8:00 p.m., 6:00 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet since there are fewer than 30 minutes remaining in class.

Student E-Mail Accounts: All MTC students are assigned a college e-mail account upon admission to the college. This account is called "Campus Cruiser Mail." Campus Cruiser Mail is the primary mode by which the college communicates with students. Students are responsible for checking their college e-mail on a regular basis for important information and announcements about registration, financial aid, cancelled classes, emergency announcements and other notices. Students can use their college e-mail accounts to communicate with faculty, staff, fellow students, and others, in support of their educational pursuits. In addition to e-mail, students will also have access to maintaining personal calendars and "tasks lists" through their Campus Cruiser e-mail account.

Student Evaluation of Instruction: Students have the opportunity to evaluate this course. The confidential evaluation process is conducted through MTC Online using the individual student's username and password. Announcements will be made during the term concerning how and when to complete the online evaluation. Students are encouraged to participate in this process.

Students Requiring Special Accommodations: If special accommodations are needed for a student with a disability, the student should go to Counseling Services on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. Confidentiality of information received will be maintained.

Course Topic Outline/Course Calendar with Assignments:

Date	Class	Assignments Due
	Introductions Course Overview	None
	Leadership & Management	<u>Lead</u> Chapter 1 – Leadership in Early Childhood Education
	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
	Yes, you are a leader!!!	<u>Lead</u> Chapter 2 – Who, Me, a Leader?
	Effective Leadership	<u>Lead</u> – Chapter 3 – Being an Effective Leader
	Test on Chapters 1, 2 & 3 in <u>Lead</u> & 1 & 2 in <u>Ethics</u> Share Career & Leadership Plans	Study for Test Personal Professional Leadership Career Plan Due
	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
	Review Cases Families	<u>Ethics</u> Chapter 5 - Ethical Responsibilities to Families Cases 3 and 4
	Review Cases Colleagues	<u>Ethics</u> Chapter 6 - Ethical Responsibilities to Colleagues Cases 5 and 6 Cases 7 and 8
	Share Current Issues Papers Test – Chapters 3 -6 in <u>Ethics</u>	Current Issues Paper Due Study for test
	Video – In Our Hands Work on Reflections in class	<u>Ethics</u> – Chapter 7 – Ethical Responsibilities to Community and Society Cases 9 and 10
	Community & Society Advocacy	<u>Lead</u> – Chapter 4 – It Takes a Village <u>Lead</u> – Chapter 5 – Empowerment, Followship, and Advocacy
	Share Philosophy Papers	Philosophy Paper Due
	In Class Review for Exam	<u>Ethics</u> – Chapter 8 – The Code of Ethical Conduct is a Living Document
	Final Exam – <u>Lead</u> – Chapters 4 & 5; <u>Ethics</u> – Chapters 7 & 8	Study for Final

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: Beginning in Chapter 4, you will find ten cases or situations. Read each situation carefully. Indicate whether the situation is ethical or unethical and state why you chose that response. Look in the NAEYC Code of Ethical Conduct for one or more principles or ideals that suggest(s) what the ethical response should be. Write out the principle and/or ideal. Example: Ethical (state your reason for the responses); P. 2-3: We shall inform families of and, when appropriate, involve them in policy decisions. Each case is worth 10 points.

Case: _____

Criteria	Excellent	Minimal	Poor	Points
Indicate if situation is ethical or not ethical	Indicated if situation is ethical or not ethical (2)	n/a	Did not indicate (0)	
Write out the principle and/or ideal	Completely wrote out principle and/or ideal (2)	Principle or ideal is incomplete (1)	Did not write out the principle an/or ideal (0)	
Justify response	Response is comprehensive (4)	Response is incomplete (2)	Did not state why that response was chosen (0)	
Grammar	No spelling or grammatical errors (2)	Less than 5 spelling and/or grammatical errors (1)	5 or more spelling and/or grammatical errors (0)	
Total				

Case: _____

Criteria	Excellent	Minimal	Poor	Points
Indicate if situation is ethical or not ethical	Indicated if situation is ethical or not ethical (2)	n/a	Did not indicate (0)	
Write out the principle and/or ideal	Completely wrote out principle and/or ideal (2)	Principle or ideal is incomplete (1)	Did not write out the principle an/or ideal (0)	
Justify response	Response is comprehensive (4)	Response is incomplete (2)	Did not state why that response was chosen (0)	
Grammar	No spelling or grammatical errors (2)	Less than 5 spelling and/or grammatical errors (1)	5 or more spelling and/or grammatical errors (0)	
Total				

Reminder:

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. Work not turned in on time will lose 20% of its points if turned in on or before the next class meeting, and 50% of its points if turned in two weeks late. Work will not be accepted after two weeks.

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)	
Grammar	No spelling or grammatical errors (10)	Less than 5 spelling and/or grammatical errors (5)	5 or more spelling and/or grammatical errors (0)	
Total				

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	Minimal	Poor	Points
Topic is current issue	Topic is a current issue in ECE (20)	Topic somewhat relates to ECE (10)	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 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)	Minimal discussion (10)	No discussion (0)	
Organization	Paper is well organized (10)	Paper is somewhat organized (5)	Paper is poorly organized (1)	
Own words	Words that are not own are in quotes and sited. Otherwise student uses own words. (15)	Most of the paper uses own words. (10)	Paper is not written using student’s own words (0)	
Sources	Sources are listed and are in APA style (10)	Sources are stated but incomplete (5)	Sources are not stated (0)	
Grammar	No spelling or grammatical errors (5)	Less than 5 spelling and/or grammatical errors (3)	5 or more spelling and/or grammatical errors (1)	
Total				

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	Poor	Unacceptable	Points
Knowledge of children’s characteristics and needs <i>NAEYC Standard 1a</i>	Describe your beliefs about: - the value of quality early childhood education; - how children learn best; - theorists who influenced your personal philosophy; - other experiences/people that influenced your philosophy (15)	One criterion is missing (12)	Two criteria are missing (10)	More than two criteria are missing (5)	
Understanding multiple influences <i>NAEYC Standard 1b</i>	Describe at least three multiple influences on young children’s development and learning. Discuss best practices to assist children and relevant theorists (15)	Missing one criterion: - three multiple influences; - best practices; - relevant theorists (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	
Understanding family characteristics <i>NAEYC Standard 2a</i>	Describe your understanding of family and community characteristics as they affect children in early childhood settings. Describe your personal philosophy about working with families and communities (15)	Missing one criterion: - family characteristics; - community characteristics; - working with families; - working with communities (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	
Understanding assessment <i>NAEYC Standard 3a</i>	Discuss the goals, benefits, and uses of assessment in early childhood programs. Discuss the benefits of authentic assessment vs. inappropriate assessment (15)	Missing one criterion: - goals of assessment; - benefits of assessment; - authentic vs. inappropriate assessment (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	
Assessment partnerships <i>NAEYC Standard 3d</i>	Discuss your personal philosophy and understanding of assessment partnerships involving families and other professionals. Discuss the research and legal basis for these partnerships (15)	Missing one criterion: - philosophy & understanding of assessment partnerships with families; - assessment partnerships with other professionals; - research basis; - legal basis (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	
Identification with the early childhood field <i>NAEYC Standard 5a</i>	Discuss: - Your current role in the early childhood field; - Your professional goals; - Challenges facing the early childhood profession; - Membership in early childhood professional associations (15)	Missing one criterion at left (12)	Missing two criteria (10)	Missing more than two criteria (5)	
Ethical standards and professional guidelines <i>NAEYC Standard 5b</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 (15)	Missing one of the following: - knowledge of ethical standards - knowledge of professional guidelines - How the “Code” is used (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	

Continuous collaborative learning <i>NAEYC Standard 5c</i>	Discuss your philosophy of: - inclusive programs; - working with community resources; - engaging the community in children's learning (15)	Missing one criterion at left (12)	Missing two criteria (10)	Missing more than two criteria (5)	
Personal Growth <i>Supportive Skill 1a</i>	Discuss your own personal /professional growth in the areas of: - lifelong learning; - the teacher as a researcher; - reflective thinking to inform practice; - inquiry-based learning (15)	Missing one criterion at left (12)	Missing two criteria (10)	Missing more than two criteria (5)	
Reflective perspectives <i>NAEYC Standard 5d</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 (15)	Missing one criterion: - summary of research; - thoughts on resolution; - impact on children (12)	Missing two criteria at left (10)	Missing more than two criteria (5)	
Advocacy <i>NAEYC Standard 5e</i>	Describe an opportunity you had to advocate for a child, a family, an early education program, or the field of early childhood education (10)	n/a	n/a	No advocacy opportunity mentioned (0)	
Summary <i>NAEYC Supportive Skills 4a, & 4b</i>	Includes: - summary of paper; - reflection on own goals, strengths, and needs; - past and current work experience and the impact of this experience on your future (10)	Missing one criterion at left (8)	Missing two criteria (5)	Missing more than two criteria (2)	
Writing skills <i>NAEYC Supportive Skill 3a & 3b</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 grammar errors (5)	Paper is not typed or more than five spelling or grammatical errors (1)	
Verbal skills <i>NAEYC Supportive Skill 3a</i>	Presentation lasts 4-5 minutes, does not read paper but shares highlights and stays (and is attentive) for all presentations. (10)	Presentation is shorter than 4 minutes or paper is read or does not listen attentively to all other presentations. (8)	Presentation is shorter than 4 minutes, paper is read, and student not present for other presentations. (5)	Paper not presented to class (0)	
Professional Resources <i>NAEYC Supportive Skill 5a</i>	At least three professional references listed in APA style. Quotes or facts from professional references are cited within body of paper in APA style. (10)	At least three professional references but not listed in APA style. Quotes or facts from professional references are cited within body of paper (8)	Less than three professional references and/or no quotes or facts from professional references. (5)	No professional references or student copies directly from references without quotes or citations (plagiarism) (0)	
Total Score					

***NAEYC Standards** – 1a: Knowing and understanding young children's characteristics and needs; 1b: Knowing and understanding the multiple influences on development and learning; 2a: Knowing about and understanding family characteristics; 3a: Understanding the goals, benefits and uses of assessment; 3d: Knowing about assessment partnerships with families and other professionals; 5a: Identifying and involving oneself with the early childhood field; 5b: Knowing about and upholding ethical standards and other professional guidelines; 5c: Engaging in continuous, collaborative learning to inform practice; 5d: Integrating knowledgeable, critical and reflective perspectives on early education; 5e: Engaging in informed advocacy for children and the profession. **NAEYC Supportive Skills** - 1a: Assessing own goals, strengths, and needs; 1b: Knowing how to advocate for own professional needs; 3a: Using effective skills in written and verbal communication; 3b: Using technology; 4a: Respecting and drawing on past or current work experiences; 4b: Reflecting critically upon these experiences; 5a: Knowing how to identify and use credible professional resources from multiple sources.

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

Name: _____ Date: _____

Rubric – ECD 201 – Reflections

Directions: This is worth 100 points. Each student will respond to these questions:

1. How do you think your work in early childhood education has affected your personal values and morality? (24 points)
2. How has the Code influenced your thinking about what is right and wrong in working with young children and their families? (24 points)
3. Does knowledge of the NAEYC Code of Ethical Conduct change your feelings about the value of the work you do? (24 Points)
4. Has the Code contributed to your sense of being a professional? (24 Points)

Grammar (4 points)

CLASS PARTICIPATION:

Traditional classroom format – Your success in this course will depend on your preparation and participation in activities and discussions. Please note that student participation points are not based solely on attendance. Points may be deducted for poor or inappropriate behavior in class or lab at the discretion of the instructor. The evaluation of your participation will be based on the following:

Participation Points	Description
100	Is prepared. Participates in assigned activities. Demonstrates excellent completion of all assignments. Assignments completed and turned in on or before due date.
95	Is prepared. Occasionally participates in assigned activities. Demonstrates satisfactory completion of all assignments. Assignments usually completed and turned in or before due date.
90	Is usually prepared. Occasionally participates in assigned activities. Demonstrates satisfactory completion of all assignments. Assignments are sometimes completed and turned in after due date.
80	Is occasionally prepared. Seldom participates in assigned activities. Demonstrates unsatisfactory completion of all assignments. Assignments are usually turned in after due date.
70	Is never prepared. Rarely participates in assigned activities. Demonstrates unsatisfactory completion of all assignments. Assignments are turned in after due date.

ECD 201 – Principles of Ethics and Leadership in Early Childhood

Assessment Record for _____

Assignments	Tests	Papers	Participation
<u>Chapter Tests</u>			
Test 1	100		
Test 2	100		
Test 3	100		
Personal and Professional Career Leadership Plan		100	
Reflections		100	
Ethical Situations		100	
Current Issues		100	
Philosophy Paper		200	
Participation			100
Totals	300/	600/	100/

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:** _____