ECE 130 -01

#### *Child development I*

*Fall 2016; Web Reference #* 49543

*Campbellsville: Tuesdays 4-6:45 PM Hybrid;*

*Room EDU 117*

# **School of Education Theme: Empowerment for Learning**

# **Conceptual Framework Model**

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**Instructor: Michelle Bennett**

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**ECE Office 270-789-5366**

**Campus Security: 270-403-3611**

**I will be available 15 minutes prior to and after each class.**

**Appointments may be scheduled in advance for additional time.**

* **Description:**

This course examines the interdisciplinary field of human growth and development. An in-depth study of developmental processes from conception through infancy and toddlerhood with emphasis on the biological and environmental aspects of physical, cognitive, language, social, emotional, and personality development. Processes are discussed within the framework of historical and contemporary theories and current research; which includes strategies for documenting individual children’s development and learning. **Required: 6 hours of field experience.**

**Prerequisite: None**

* **Course Credit:** 3 credits
* **Required Textbooks and Resources**
1. Berk, L. (2012). *Infants and Children* (7th). Boston, MA: Allyn and Bacon. ISBN: 9780205831913
2. E-LAP Scoring Booklet. Kaplan, Early Learning Company. (Available at CU Book Store)
3. **Brigance Data Sheet - Infant, Toddler, 2 year old, OR 2 ½ year old (**Students will choose an age level to screen and need **only one** data sheet. Available through ECE 130 class.)
4. Kentucky Department of Education (2005).  *Building a strong foundation for school success: Kentucky’s early childhood quality self-study.* Frankfort, KY: Author. [Curriculum & Assessment Section]
5. Kentucky Department of Education (2009). *Building a strong foundation for school success: Kentucky early childhood standards* (Rev. Ed.) [KYES-R]. Frankfort, KY: Author.
6. Kindergarten Standards (KCAS; POS/CC)
7. Course work flash drive to save handouts, power points, electronic data, etc. Access to a computer with internet to complete hybrid assignments.

**Very Important -** All students are now required to purchase the KY Core Academic Standards document (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus all three (3) "Building a Strong Foundation for School Success" documents (KY Early Childhood Standards; Quality Self Study; excluding the Assessment Guide as it is currently undergoing revision). The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement. Some students may have already purchased some but not all of these documents. IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE. THEY MUST DO THIS THE FIRST WEEK OF CLASS. When the student contacts the bookstore, they should reference a course titled "ECE 000". It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ECE 130 – Child Development I** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Describe the field of child development and its historical progression as a discipline.  | 6 | 4,5 | 3,6 | Categories1,2 | 1 |  | 6f | no |
| Assess and evaluate the development of individual children with and without disabilities and communicate the results with families.  | 4,6 | 2,3 | 1,4 | Categories1,3 | 1 |  | 1c | yes |
| Use the results of developmental assessments to plan individual curriculum, instruction, and learning goals.  | 1,2,3 | 3,5 | 4,5 | Categories1 ,3 | 1 |  | 1c | yes |
| Identify the factors that impact development.  | 4,6 | 5 | 1,3 | Categories1, 2 | 1 |  | 1c | no |
| Describe the influence and timing of prenatal experiences and their effects on the development of the unborn child. | 6 | 5 | 1,3 | Categories1,2 | 1 |  | 6f | no |
| Apply child development research to the practical work with young children in the context of family, school, and culture.  | 1,2,3,4,6 | 1,5 | 1,3,7 | Categories1,2, 4 | 2 |  | 1c,8b | no |
| Discuss the rapid growth and competency of newborns, infants, and toddlers.  | 6 | 1 | 1,3 | Categories1, 2 | 1 |  | 8b | no |
| Develop expertise in observation, interviews, and assessment in a case-study format.  | 4 | 1,3 | 1,4 | Categories1, 2, 3 | 1 |  | 1c | yes |
| Identify and describe the major theorists & their theories and the milestones of physical, cognitive, language, social, emotional, and personality development.  | 6 | 1,4 | 3 | Category 2 | 2 |  |  | no |

* **Course Tasks and Grading Scale:**
	1. **Participation/Hybrid Assignments 30% of course grade (300 points)**

Student will receive a grade that reflects attendance, promptness, class discussion, professionalism, organization, effort, attitude, and quality of work. This course is offered in a hybrid format. More than one-half of the 40 semester hours required for a 3-credit course occur face-to-face. Students will access course content and complete hybrid activities on Tiger Net in order to complete the remaining required semester hours. Students will be graded on each hybrid assignment. Hybrid assignments are due on the day of a hybrid class by 11:55 p.m.

 **These assignments will be accessed through Tiger Net and the completed assignment uploaded to Tiger Net.**

These assignments **cannot** be completed past the due date. If a student has difficulty accessing the online material is the student’s responsibility to contact the instructor at least 24 hours before the assignment is due. HYBRID ASSIGNMENTS MUST BE SUBMITTED VIA TIGERNET. EMAILED SUBMISSIONS WILL NOT BE ACCPETED. IT IS IMPERATIVE TO CONTACT THE INSTRUCTOR IMMEDIATELY SHOULD YOU HAVE DIFFICULUTY SUBMITTING HYBRID ASSIGNMENTS. These assignments will pertain to but not limited to the following areas: brain development, ages & stages, biological and environmental factors affecting development (e.g., stress, trauma, medical conditions), theories of typical/atypical development, theories of development and learning, affects of exceptional conditions, moral development, and theories of play. [IECE Standard VII](*PGES Domains 1, 4*) (InTASC Standards 1, 2, 4, 5, 7 & 8)

Students will upload potential artifacts to a portfolio flash drive.

* 1. **Article Summaries 10% of course grade (100 points)**

Student will read two (2) articles and write a 1 page summary/reflection on each. The articles will relate to these suggested topics: brain development, ages & stages, biological and environmental factors affecting development (e.g., stress, trauma, and medical conditions), theories of typical/atypical development, theories of development and learning, affects of exceptional conditions, moral development, and theories of play. Instructor may provide one or more of the articles. [IECE Standard VII] (*PGES Domains 1, 4*) (InTASC Standard 1)

1. **Tests (3 tests) 25% of course grade (250 points)**
2. **Field Experience — Case Study Project 35% of course grade (350 points)**

You will develop a comprehensive Case Study (Portfolio) documenting the learning and development of an individual child (birth to three yrs.).

You will conduct a family interview; collect data through observations, informal/formal assessments, and document the child’s development in all domains. You will plan for/provide/implement strategies to positively affect the child’s development.

The portfolio will document the development of the child with parental permission. This assignment will fulfill your required 6 hours of field work. You will be given specific assignments for the visits and documentation tasks (see attached information). This artifact may be used to provide evidence of your competency in assessing and monitoring student progress. Students will write a rationale explaining how this case study demonstrates their competency in the fourth IECE teacher standard. [IECE Standards I, III, IV, V, VIII](*PGES Domains 1, 4*)(InTASC standards 1-10)

* **Field Experience Summary Form**:

Students keep a Field Hour Log of all field work tasks for each entry. Each field visit must be signed by a responsible person at the site. One reflection per task is required (for a total of 2 in this course). ***Students*** total the field hours, sign the form, complete all information and submit to the instructor by **November 29, 2016** to receive **course credit**. Course instructor signs the form and submits them to Elizabeth Franklin, IECE Program Secretary. Field Experience Tasks will not be credited toward coursework until the field hour log is received with attached reflections.......**0 points**

**Field Experience for Course Credit:**

Multiple field hour experience may be completed for course requirements/credit; however the field hours may not be duplicated on the ***Field Hour Log***.  Any duplication of hours must be listed as a N/A on the Field Hour Log and signed.

**Field Experience for Program Credit:**

Students are required to complete a minimum of 200 field hours by the completion of course work in either IECE 480 or ECE 411.

The course instructor will submit signed completed field hour logs to Elizabeth Franklin for **program credit.**

**New KRS guidelines may require field sites to secure their own CANS and Criminal Background reports.**

All students are required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE) at no cost to the students. We will demonstrate how to get started at our Fall Meeting of the Major. You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Gwen Sampson. This new system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching.

**Pre-CAP Fieldwork File**

**Must be completed prior to starting fieldwork**

Pre-Cap Fieldwork file includes the following documents, which are provided by course instructor or ECE/IECE Program Secretary at (270)/789-5366.

1. Criminal Background Report [signed release form]
2. **Current** TB Skin Test or Wellness Check [good for two years]
3. Signed Confidentiality Statement [Signature confirms reading the four Codes of Ethics governing ECE/IECE and teaching profession in Kentucky and commitment to abide by principles.]
4. Diversity Survey
5. Disposition Assessment Policy
6. Students are responsible for fees needed for a complete field experience file. (e.g., medical exam, CAN report, federal background report, TB wellness screen or test, etc.).

**The completed file should be returned/mailed to course instructor or:**

Secretary, ECE/IECE Program

Education Bldg., Rm. 120

1 University Dr. UPO # 806

Campbellsville, KY 42718

**GRADING SCALE**:

A = 90-100% 900-1000 pts

B = 80 - 89% 800-899 pts

C = 70 - 79% 700-799 pts

D = 60 - 69% 600-699 pts

F = below 60% 599 pts and below

\* **Late assignments will result in 10% reduction in grade. It is up to the discretion of the instructor to accept any late work, arrangements will be necessary. Students are responsible for all assignments. Failure to complete Field Hours will result in an Incomplete for the course.**

1. **Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Teacher Standards:***

* + Standard I: Plans Instruction
	+ Standard II: Prepares/Maintains Learning Environment
	+ Standard III: Implements Instruction
	+ Standard IV: Assesses & Communicates Learning Results
	+ Standard V: Collaborates with Colleagues, Families, Others

***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

***NAEYC Program Standards:***

* Standard #1: Promote Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard # 3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4: Teaching and Learning
* Standard #5: Becoming a Professional

***CEC/DEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #3: Curricular Content Knowledge
* Standard #4:    Assessment
* Standard #6: Professional Learning and Ethical Practice
* Standard #7:    Collaboration

 ***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

***Kentucky Core Content—Competencies: Level IV***

* Core Competency #1a, b: Child Growth & Development
* Core Competency #3: Professional Development/Professionalism
* Core Competency #4d: Learning Environments & Curriculum
* Core Competency #5a, b: Child Assessment
* Core Competency #6: Family & Community Partnerships

**PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

1. Domain 1: Planning and Preparation

 1a: Knowledge of content/pedagogy

 1b: Demonstrates knowledge of students

 1e: Designing coherent instruction

 1f: Designing student assessment

 3d: Using assessment in instruction

1. Domain 4: Professional Responsibility

 4c: Communicating with families

 4e: Growing and developing professionally

 4f: Showing Professionalism

**7. EPSB Themes**

 ***Diversity – Course Content***

* Candidates examine in course content various diverse factors (cultural, linguistic, socio-economic, etc.) that impact development and learning.

 ***Assessment – Course Content and Field Experiences***

* Case Study: A variety of systematic direct and indirect assessments in partnership with families and other professionals are employed to create a developmental profile and plan appropriate experiences.

***Literacy/Reading Education***

* Case Study: Developmental profile and plan created includes language development and literacy levels.

 ***Closing the Achievement Gap – Course Content and Field Experiences***

* Course content and case study report examines a child’s experiences from conception through age 3 and the subsequent development that impacts school readiness

**8. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children.

1. **POLICIES AND PROCEDURES:**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts. Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date.

It is up to the discretion of the instructor to accept any late work, arrangements will be necessary. *Absolutely no late work will be accepted after the final day of class for the semester, see the CU calendar.*  **Late assignments will result in 10% reduction in grade.**

Papers will be **typed** in Microsoft Word unless otherwise noted. It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style. Task grades will reflect these standards.

 **INCOMPLETE STATEMENT:** A grade of “I” is assigned when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete the requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Plagiarism:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (See ***Academic Integrity*** in the 2015 -17 Bulletin Catalog.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY**:   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**TITLE IX STATEMENT:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter 1 University Drive UPO Box 944 Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**CELL PHONES:** Cell phones need to be turned off during class time or at the very least on silent. You should never text, email, face book, or tweet during class (or check these accounts). Please let the instructor know ahead of time if you have any needs/emergencies which require you to check your cell phone. Students are expected to be engaged in class. Students will be notified by the instructor if he/she is using their cell phone in excess during class time and given a warning that further use of the phone during class will count as an absence.

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names ***when discussing/sharing in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc.A parental permission form must be signed before administering any formal assessment procedure or videotaping/photographing children.

**DISPOSITIONS:** Course instructors complete a Disposition Evaluation for a student who demonstrates ***ineffective*** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor when a Disposition Evaluation is submitted to the School of Education. A copy will also be provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of the ineffective Disposition continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

**SECURITY INFORMATION:** For your safety we ask that you place these phone numbers in your cell phone in order to call for HELP: If on Campbellsville Main Campus call 270-403-3611. All others call 911.

**INCLEMENT WEATHER POLICY:** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu).

**SCORING CAP 3 PORTFOLIO ARTIFACTS:** CAP 3 portfolio artifacts must have a score of 2 or 3 to receive a pass for the course and for the eventual CAP 3 portfolio. A score of “1” indicates the piece is not portfolio ready. Students must re-do a “1” score on an artifact in order to receive credit for that assignment in the course. Students can still pass the course, but a “1” score will likely impact the grade received in the course. Students will be able to continue to work on their portfolio artifact after the end of the course –assuming they will want all artifacts to receive a score of “3.” **Course instructors will not be asked to “re-score” an artifact that is submitted after the conclusion of the class.**

When students complete the course, the artifacts will be stored on a designated flash drive. Students may select artifacts from this course for the CAP 3 e-portfolio. The scoring rubric completed in the course will not migrate with the artifact. This gives students opportunities to fix those artifacts after the course.

**Satisfactory Academic Standards *(SAP)****In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
	+ A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.
	+ Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
	+ ***It is the students’ responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status.******Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid.***

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| **Learn more about CU School of Education****International Learning Opportunity in Belize****Belize Cultural Immersion Field Experience:****March 9 – 20, 2017 Spring Break**.Check the CU Education Web page for pictures and updateshttp://www.campbellsville.edu/early-childhood-education**Education Learning Abroad: Ireland/Northern Ireland** **May 25 – June 8 (Early Summer Term)** **Learn details about this opportunity : Contact Dr. Sharon Hundley**slhundley@campbellsville.edu**270/789-5503;270/300-7983** **earlychildhood@campbellsville.edu** |

**TENTATIVE COURSE SCHEDULE – SUBJECT TO CHANGE**

**ECE 130 Fall 2016**

**This schedule is tentative and subject to change at the discretion of the instructor.**

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| **Dates** | **Topics** | **Assignments** |
| **Week 1****August 30** | **Meeting of the Majors 5:00-6:30****6:30-7:30-Face-to-Face Class**Course Introduction/SyllabusCourse Requirements/Case Study Introduction | **Read:** Chapter 1Email instructor using CU email by Sept. 5* *Refer to Case Study Assignment Checklist for specific due dates for Case study pieces- this will be given out in class*.
 |
| **Week 2****September 6** | **Face-to-Face Class****4-6:45****Chapter 1:** * Recent Theoretical Perspectives
* Historical Foundations/ Mid-20th Century Theorists
* E-LAP Training
 | **Read**: Chapter 2 |
| **Week 3****September 13** | * **Chapter 2**

**Biological and Environmental Foundations** | **Hybrid Assignment #1 due today by 11:55 PM****Parent Permission Form due for Case Study include the child’s birth date** |
| **Week 4****September 20** | **Face-to-Face Class****Chapter 2 :*** Studying the Child
* **Introduction to the Brigrance**
 | **Due: ECE Technical Requirements and** **Article #1 Summary Due** |
| **Week 5****September 27** |  **TEST** | **Hybrid Assignment #2 Due today by 11:55 PM****Journal Entry #1 and Interview due on Tigernet****Test due by Oct. 3 at 11:55 PM****Read Chapter 3** |
| **Week 6****October 4** | **Face-to-Face Class****Prenatal Development****Chapter 3*** Prenatal Environmental Influences

 Preparing for Parenthood*Tentative Guest Speaker* | **Read:** **Chapter 4**  |
| **Week 7****October 11** | **Chapter 4:** Stages of Childbirth* Interventions & Complications
* The Newborn
 | **Hybrid #3 Due today by 11:55PM****Read**: Chapter 5 |
| **Week 8****October 18** | **Face to Face Class****Chapter 4 and Begin** **Chapter 5** Body Growth & Brain Development* Influences on Early Physical Growth
* Motor Development
* Perceptual Development
 | **Article #2 Summary Due****Read Chapter 6** |
| **Week 9****October 25** | **Chapter 6:*** Piaget’s Cognitive-Development Theory
 | **Hybrid #4 Due today by 11:55 PM** |
| **Week 10****November 1** | **Face to Face Class****TEST 2****Chapter 6:*** Information Processing

Language Development* In-Class Demonstration with children ages 8 months-2 years
 | **Read Chapter 7** |
| **Week 11****November 8** | **Chapter 7:*** Erikson’s Theory of Personality
 | **Hybrid # 5 & 6 Due today by 11:55 PM** |
| **Week 12****November 15** | **Face- to Face Class****Chapter 7*** Emotional Development
* Temperament Attachment
 |  |
| **Week 13****November 22** | **Chapter 7** and Cumulative Review | **Hybrid # 7 Due today** |
| **Week 14****November 29** | **Case Study Présentations** | Field Hour Log Due |
| **Week 15****12/6** | **PRESENTATION NIGHT FOR 383, 385, 411, 440 AND 480** |  **NO ECE 130 Class** |
|  **Week 16****Finals Week****December 12-15** | **Finals Week** | **Finals Week Test** |

***You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.***