Moberly Area Community College
Common Syllabus

ECE160: Beginning Lab in Infant/Toddler Settings

Current Term

Catalog Description:  1-3-2
This course provides an opportunity to experience the daily routines and challenges of a program designed specifically for infants and toddlers (birth to 3 years) and practice implementing stimulating learning environments. Students will complete 45 hours of field experience in an approved program, weekly online assignments and two on-campus seminars.

Prerequisite:
ECE130 Essentials of Infant/Toddler Development and ECE110 Foundations of Early Care and Education

Text:

Other Required Materials:
A filing system to store your hard copy assignments and information and a USB Flash drive to store electronic copies of work from all Early Childhood courses. A small notepad and pen for writing brief notes throughout your lab sessions and a grey or maroon MACC t-shirt from the bookstore to wear at your lab site.

Special Facilities/Equipment:
Students must make arrangements with an approved childcare facility that serves children from birth to 30 months of age. The facility must meet state licensing requirements and be in good standing. The lab classroom must have a minimum of four children enrolled with a full-time teacher who is available during the lab hours. Teacher/child ratio must be maintained without including the MACC student. Before the student starts the semester, the facility should be

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approved by the instructor. A facility agreement must be completed and signed by the student, instructor and the facility director by the first day of classes. (See the MACC Early Childhood Program Field Experience Policies and Procedures Handbook for more detailed information and procedures.) Hybrid, virtual and online courses require regular access to a MS Office compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

**Purpose of Course:**
Through this course, Early Childhood students will gain experience in an Early Childhood setting early in their studies to provide a “reality check” and help them to better identify their strengths and abilities to work with children and the age and the type of setting that is appropriate for them.

**Connection with Career and Technical Education (CTE) Outcome Statement:**
In compliance with MACC’s CTE outcomes, the student who successfully completes this course will be able to:

**Outcome I:**
Students will demonstrate effective written and oral communication skills.
- 4.1 Demonstrate effective written and oral communication skills using Standard English.

**Outcome III:**
Students will think critically while systematically assessing problems, identifying issues and implementing solutions.
- 2.0 Support and empower families and communities through respectful, reciprocal relationships; involve families and communities in their children’s development and learning.
- 3.0 Integrate foundational knowledge, appropriate early learning standards and other sources to design, implement and evaluate a meaningful and challenging curriculum to promote positive outcomes for children

**Outcome IV:**
Students will apply principles of professionalism and safety standards when entering the workforce.
- 4.0 Have a deeper understanding and commitment to his/her role as a professional in the field of Early Childhood Education

**Outcome V:**
Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices.
- 4.3 Engage in ongoing professional development, self-reflection and collaboration with other individuals and organizations in ECE for the latest trends and insights into the profession that lead to informed and improved practice/teaching

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Course Objectives:

- 2.2b Uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.
- 2.3a Work cooperatively with family and care teams for all children, including team participation in the development and evaluation of learning plans.
- 8.1 Provide physical and emotional security to all young children by building trusting relationships through respectful, responsive, and reciprocal interactions.
- 3.5a Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
- 3.1d Use appropriate communication strategies to support exploration and creative problem-solving in process-focused learning.
- 3.2a Use a variety of teaching strategies, to support children’s optimal development.
- 3.1b Address curriculum standards and objectives, including the Missouri Early Learning Standards and Show-Me Standards, through a play-centered curriculum that includes the major content areas.
- 4.3a Make decisions for future practice based upon self-evaluation of the effectiveness of current actions and communications.
- 4.2b Set goals for professional development based on self-assessment of current strengths, responsibilities and needs.
- 4.5a Use the NAEYC professional code of ethics for making decisions.
- 4.2a Demonstrate appropriate professional behavior.
- 4.3c Seek out professional relationships to enhance professional growth (e.g., securing a mentor)

Course Content:

- 45 hours of supervised experience in an approved Early Childhood Program for children birth to 30 months years old.
- Online seminar discussions and mutual problem solving with peers
- On-campus (Moberly campus) seminars three hours in length twice during the semester.

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

If you receive a grade below a C you will have to retake the course.

Please keep in mind that at the college level it is expected that you will spend 2—3 hours per week on homework for each credit hour earned for the course. This is a X-credit hour course, so you should expect to spend X*2—X*3 hours studying each week.

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### Description of Major Assignment(s)/Project(s):

<table>
<thead>
<tr>
<th>Assignment/Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Facility Agreements</td>
<td>--</td>
</tr>
<tr>
<td>45 Completed Lab Hours, documented by approved time sheet</td>
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</tr>
<tr>
<td>Journal</td>
<td>150</td>
</tr>
<tr>
<td>Weekly Discussion Threads</td>
<td>75</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>235</td>
</tr>
<tr>
<td>Mid-Term and Final Classroom Observation</td>
<td>200</td>
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### General Notes:

EC Program Policy: The ability to communicate professionally is very important for the Early Childhood Professional. Therefore, 10% of all scores will be based on grammar, punctuation and spelling.

These assignments are common to all sections of this course. Excerpts are suggested artifacts for the student’s Professional Portfolio. However, the student will select work he/she believes best reflects his/her competence in meeting the Program Outcomes.

These assignments must be included in the student’s Professional Portfolio.

The instructor may make changes in this syllabus including course content, schedule of activities, assignments, and point distribution to better meet the needs of the students at any time during the semester.

### INSTRUCTOR POLICIES:

#### Attendance:

Any student who misses two consecutive weeks of class during a regular sixteen week semester or the equivalent proportion of the class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16-week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by that instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student’s attendance rate will be calculated based upon first day of semester (not the student’s date of enrollment in the course).

For online, hybrid, and virtual courses: Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

a. Completion of quizzes or exams
b. Submission of assignments
c. Participation in threaded discussions
d. Communication with the instructor

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A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with ground courses, a student’s attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as “never attended”. Simply logging into an online class does not constitute active participation.

**For Virtual/Blackboard Collaborate Attendance:**
In a virtual class participation includes being able to hear and respond orally during Blackboard Collaborate sessions. A working headset is mandatory to meet this requirement.
If there is a technology glitch that disconnects freezes or otherwise interferes with the instructor’s transmission, you are expected to wait ten (10) minutes before leaving Blackboard Collaborate. If the instructor is not able to reconnect, or communicate with you through Blackboard Collaborate, after 10 minutes, she will post an announcement in Tristate with further instructions as soon as possible.

**Note:** Although it is the student’s right to make judgments about the legitimacy of his/her absence from class, the instructor must follow college policy. It is important to notify your instructor in writing or by email in advance of planned absences and as soon as possible in the event of emergency absences, Assignments do count as part of your attendance and should be turned in even when absent. However, the instructor makes every effort to make class time valuable to student success, so absences (including tardiness or leaving early) do affect the student’s ability to be successful in the course and may lead to dismissal or failure. Therefore, it is recommended that you make arrangements with another student to get notes, handouts and assignments. Students should be aware that dropping a course and their last date of attendance in the course may impact their financial aid. DO NOT contact instructor for this information.

The unique nature of a Field Experience requires specific attendance policies. Hours participating at the Field Experience site comprise the most important portion of class time. A student who misses the equivalent of two successive weeks of Field Experience or fails to document the Field Experience time through online requirements will be dropped from the class for non-attendance.
Absences should be reported both to the Cooperating Teacher or facility director and the Field Experience Instructor.

**Tardiness:**
Per instructor’s policy

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left corner of your screen. The menu that pops up provides quick access to Canvas 24/7 email
and chat support as well as Canvas Guides.

If you are having difficulties with Blackboard Collaborate contact Blackboard Collaborate
Technical Support. Go to Behind the Blackboard
(https://blackboard.secure.force.com/btbb_publichome?dfprod=Collaborate) for online/chat
support, or call them toll free at 1 (877) 382-2293.

Additional helpful information about navigating the online environment is available in the last
unit of your course, “Helpful Information”.

These resources, plus others, are also provided in the student handbook (Redbook) on our
website at (http://www.macc.edu/studenthandbooks). You can also embed help links directly
in the course. If you would like assistance with this let us know.

Schedule of Student Assignment and Activities:
Instructors will identify a Student Assignment/Activities schedule. Instructors have the
prerogative to construct the schedule by class periods, weeks, or an overview of topics to be
covered.

COLLEGE POLICIES

Attendance:
Students are expected to attend all class sessions for which they are enrolled. The College
reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of
attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor
must complete the appropriate steps to drop a student within one week following the student’s
violation of the attendance policy. Additionally, a student’s attendance rate will be calculated
based upon the first day the academic session begins (not the student’s date of enrollment in
the course). If a student does not attend a course as defined below, the student will be dropped
as “Never Attended.”

Term Length Drop Calculations
16-week: Any student who misses two (2) consecutive weeks of class will be dropped from
the course by the instructor unless acceptable justification is provided by the
student and the student still has the opportunity to be successful in the course.

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8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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</table>
| Hybrid Course                  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |

| Online Course                  | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, G.040)*

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any...
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