Moberly Area Community College
Common Syllabus

ECE 220: Working with Families and the Community

Current Term

Instructor: 
Office number: 
Office hours: 
Response Time: I typically respond to student emails within 24 hours, Monday through Friday.
Contact information:
Classroom number:
Class days and time:

Catalog Description: ECE220 Working with Families and the Community 3-0-3
This course explores traditional and non-traditional family systems and the Early Childhood professional's role in partnering with parents to form a nurturing learning community. Students will develop skills that will help them effectively relate to parents and access community resources.

Prerequisite: ECE170 Beginning Laboratory in Preschool, or ECE160 Beginning Laboratory in Infant/Toddler Settings, or ECE 150 CDA Seminar, or CDA Credential and LAL 101.


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. Virtual classes need headphones with a USB cord and a microphone.

Special Facilities/Equipment: Students may be required to complete assignments that involve having access to a child or children in an Early Childhood facility. 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: Many people enter the Early Childhood field because they enjoy young children. This course is intended to help the student explore other aspects of Early Childhood, especially work with families and community agencies.

Keep all Early Childhood Education syllabi and assignments for your Professional Portfolio. Must earn a grade of a “C” or better in all Early Childhood courses.
Connection with Career and Technical Education (CTE) Outcome Statement:
In compliance with MACC’s CTE outcomes, the student who successfully complete 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.
- 4.7 Identify, manage and allocate resources for ECE Programs to meet needs of young children and their families

Outcome IV:
Students will apply principles of professionalism and safety standards when entering the workforce.
- 4.5 Commit to uphold ethical standards critical to the care and development of children and support of families
- 4.6 Engage in informed advocacy for children and the profession.

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.
- 2.0 Support and empower families through respectful, reciprocal relationships. By understanding the development of families in a systems context, students will develop a commitment to utilizing community resources and other professional partnerships that support children as learners and their families.
- 2.3 Understand the role of family and professional partnerships in assessing, monitoring and reporting on children's development

Course Objectives:
- 3.4a. Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
- 2.1a. Recognize and demonstrate respect for the effect of variations in cultural backgrounds and family lifestyles on a child's development.
- 4.6a. Advocate for program and public policies that safeguard the well-being of children, families and early childhood professionals.
- 2.1c. Promote parental self-worth through respectful acceptance of parent input and reciprocal relationship-building.
- 2.2b. Uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.

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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. DO NOT contact instructor for this information.

Students should be aware that dropping a course and their last date of attendance in the course may impact their financial aid.

Tardiness:
See “Instructor Policies” on our website for discussion about writing this policy.

Make-up and late work:
All assignments should be submitted by [time] of the date due. You may have a one week extension on three assignments during the semester. You must contact the instructor by email within 24 hours of the due date and time. If contact is not made within 24 hours, a 25% deduction from the final grade will be assessed for the 24 hours after the original deadline. There will be an additional 25% deduction for each additional 24 hours the assignment is late. That means the best grade you can get on this late work is a “C” and after four days it is a “0”. Since you have three free passes, there will be no further appeals accepted for late work.

Extra-credit work:

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Per instructor policy. Must show improved mastery of the specific content of the course. It should only be granted to students who have submitted all regular work on time. There may be occasional opportunities to earn additional points in this class by completing supplementary assignments to improve mastery of material you found difficult. To be eligible for this extra credit, all regular assignments must have been submitted on time. In keeping with the program emphasis on writing skills, you may also earn an extra credit point by correcting a written error in handouts or tests produced by the instructor. Submit your correction in writing.

**Using other Sources:**
Educators commonly borrow ideas and activities from books, other teachers, co-workers, students, the Internet, magazines, workshops, etc. While it is permissible to use these resources, it is important that you tell us where you found the idea. Failure to do so is plagiarism. At a minimum, you need to cite the name of the author and title of the source or the person’s name.

**Internet Requirements:**
As in the nature of an Online or Hybrid course, the bulk of the work required for student assessment must be submitted through Canvas. This requires regular access to a word processing program and internet.

Basic Computer Specifications for Canvas: [https://community.canvaslms.com/docs/DOC-2059](https://community.canvaslms.com/docs/DOC-2059)
Supported Browsers for Canvas: [https://community.canvaslms.com/docs/DOC-1284](https://community.canvaslms.com/docs/DOC-1284)
If you have difficulties logging onto Canvas contact MACC’s Help Desk at 660-263-4100 ext. 11555 during the regular business day.

For general questions and assistance any of our online resources, contact MACC’s Instructional Technology Team at 660-263-4100 ext. 11525 or by email at int@macc.edu.

If you have technical difficulties with Canvas, contact Canvas Support. You can access 24/7 online resources and support within Canvas. After you log in, click the Help icon in the bottom 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”.

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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.
- **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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**In Seat Course**
- Physically attending scheduled, face-to-face, class meetings

**Virtual Course**
- Being present, via appropriate platform, for scheduled class meetings/activities

**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 form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook *(Policy Handbook G.020)*. In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Recording Class Sessions Using Zoom:**
The privacy of students is a priority in live or virtual meetings. Recordings of lectures or class meetings that share student information constitute an educational record and are protected under FERPA. Instructors may share recordings within the course section where they were originally recorded and only with the students enrolled in the section. Documented consent

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from each student identified in the recording is required to distribute outside of the course where it was originally recorded, or student identity must be redacted.

**Student Email:**
MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**
Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 Ext. 11240 or the Columbia office at (573) 234-1067 Ext. 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**
MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Ms. Cheryl Lybarger, MACC's Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.