ECE250: Curriculum and Planning in Early Childhood

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: ECE250 Curriculum and Planning in Early Childhood 3-0-3
This advanced curriculum course integrates the material from previous courses into a cohesive individual philosophy and methodology of Early Childhood Care and Education. It emphasizes integrating subject areas to attain a stimulating learning environment that provides emotional security and optimal development for each child. Modern theory as it is encapsulated in current curriculum models will be examined.

Pre- or Co-requisite:
ECE230 Guidance and Inclusion in Early Childhood and ECE240 Emergent Language and Literacy

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 Education courses, also 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.

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.
Purpose of Course:
A young child’s care and education must be holistic. This course addresses all developmental domains to integrate learning strategies so the student will be better able to meet the long-term demand of diverse children’s individual needs within the context of a group setting.

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 II:
Students will demonstrate an understanding of discipline-related math and scientific principles.
  • 3.1 Understand principles of developmentally appropriate practice, developmental theory, inquiry tools and incorporate knowledge of content areas and academic disciplines

Outcome III:
Students will think critically while systematically assessing problems, identifying issues and implementing solutions.
  • 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
    o Use research and evidence based approaches, strategies and tools
    o Apply principles of effective classroom environments in the physical set up and layout, social and emotional climate and through engaging teacher-student interactions
  • 4.7 Identify, allocate and manage human and material resources for ECE programs for young children and their families

Outcome IV:
Students will apply principles of professionalism and safety standards when entering the workforce.

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.
  • 3.3 Know and understand assessment and its objectives; use assessment tools and approaches responsibly and interpret data for developmentally appropriate classroom planning and instruction

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• 3.3 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 practice/teaching

Course Objectives:
• 1.2c Develops and adheres to an educationally sound philosophy (i.e., a coherent set of beliefs, concepts and attitudes) of early childhood education, which integrates sound theory and research with an understanding of personal strengths and values, as a basis for making professional decisions.
• 3.4b Analyze the transition of Developmentally Effective environments from infancy to the primary years, integrating information on growth, development and learning patterns of individuals and groups
• 3.4a Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
• 3.3c Interpret evidence to evaluate a child's learning and development.
• 3.3d Use evidence from classroom-based assessment to guide decisions about children's learning.
• 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.
• 3.2b Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
• 3.4a Balance independent exploration, scaffolding and direct teaching within intentional planning to enhance physical, cognitive, language, social, and emotional development and learning in the content areas.
• 3.1a.1 List and describe central concepts appropriate to early learning and development of language and literacy and resources to deepen understanding of the academic discipline
• 3.1a.2 List and describe central concepts appropriate to early learning and development of the arts (music, creative movement, dance, drama, and visual arts) and resources to support or deepen understanding of the academic discipline.
• 3.1a.3 List and describe central concepts appropriate to early learning and development of mathematics and resources to support or deepen understanding of the academic discipline.
• 3.1a.4 List and describe central concepts appropriate to early learning and development science and resources to support or deepen understanding of the academic discipline.
• 3.1a.5 List and describe central concepts appropriate to early learning and development physical activity, physical education, health and safety and resources to support or deepen understanding of the academic discipline.

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• 3.1a.6 List and describe central concepts appropriate to early learning and development social studies and resources to support or deepen understanding of the academic discipline.
• 3.2c. Plan developmentally appropriate opportunities for learning central concepts of the academic disciplines, selecting effective inquiry tools for the sources of knowledge (conventional, logico-mathematical, or physical)
• 3.1c. Select curriculum compatible with one’s personal philosophy of Early Care and Education and the Missouri Early Learning Standards, based on sound research and theory
• 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.
• 4.7a. Apply knowledge of federal, state and local regulations and professional standards to provide safe, healthy, developmentally appropriate environments for young children.
• 4.1c. Incorporate ideas and information from readings and personal reflection into own writing
• 4.1b. Produce effective written communication for the purpose and audience

Course Content:
• Theories of learning and philosophy of education
• Curriculum models
• The learning environment: physical and temporal
• Planning for individual and group needs
• Curriculum Standards: content, concepts and skills of early learning
• Integrating all the parts into a planned curriculum

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</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>
</tr>
</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</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A project showing your knowledge of appropriate environments for preschoolers (3-5, mixed age group) or a primary room including space, materials and time management</td>
<td>75</td>
</tr>
<tr>
<td>A project showing your knowledge of appropriate environments for infants (non-mobile &amp; mobile, birth-18 mos.) or toddlers (15 to 28 mos.) including space, materials and time management</td>
<td>75</td>
</tr>
<tr>
<td>Content Area Plans—Math, Science, the Arts</td>
<td>50 each</td>
</tr>
<tr>
<td>Final Philosophy of Education</td>
<td>100</td>
</tr>
<tr>
<td>Varied other assignments as needed to support mastery of the material</td>
<td>15—30 each</td>
</tr>
<tr>
<td>Weekly Discussion Threads</td>
<td>5 each</td>
</tr>
<tr>
<td>Online Idea File</td>
<td>5 each</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25 each</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
</tbody>
</table>

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. The instructor reserves the right to return particularly poorly written assignments to be re-written before they are graded.

These assignments are common to all sections of this course. They 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.

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).

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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:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions
- Communication with the instructor

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. 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:
Prompt attendance is expected at all class meetings, both at the beginning and returning from breaks. You should be logged into Blackboard Collaborate and have your “Audio Check” completed by 7:25 p.m. Tardiness, extended breaks and leaving class early are considered partial absences and will impact your success accordingly.

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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:
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
Supported Browsers for Canvas: 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

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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**

**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

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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.

**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.

**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 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.

**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.

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