Moberly Area Community College
Common Syllabus

ECE290 Early Childhood Practicum

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: ECE290 Early Childhood Practicum (1-10-3)
This final field experience reinforces the skills learned throughout the program and provides an opportunity to integrate skills and competencies into an individual philosophy and methodology of Early Childhood care and education. This course extends the experiences of the earlier laboratories, requiring participation in planning and implementing all classroom routines during a total of 150 hours of field experience in an approved setting.

Prerequisite:
ECE250 Curriculum and Planning

Pre-or-Co-Requisite:
ECE260 Professional Issues in Early Childhood and ECE270 Management of Early Childhood Programs

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

Keep all Early Childhood Education syllabi for your professional portfolio.
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:
This course, at the end of the student’s program reinforces the skills learned throughout the program and provides an opportunity to integrate skills and competencies into an individual philosophy and methodology of Early Childhood care and education. This course extends the experiences of the earlier laboratories, requiring participation in planning and implementing all classroom routines.

Course Objectives:
- 2.1 Apply 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.
- 2.3 Create appropriate health, safety and nutrition policies and procedures based on state licensure and accreditation guidelines, for programs from infancy through the preschool years.
- 4.1 Promote parental self-worth through respectful acceptance of parent input and reciprocal relationship-building.
- 4.2 Uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.
- 5.2 Use appropriate authentic (informal) or formal assessment tools for the stated goal, as assigned
- 5.4 Select and use appropriate observation and documentation strategies for various situations.
- 6.1 Work cooperatively with family and care teams for all children, including team participation in the development and evaluation of learning plans.
- 7.3 Interpret evidence to evaluate a child’s learning and development.
- 7.4 Use evidence from classroom-based assessment to guide decisions about children's learning.
- 7.5 Apply strategies for planning, organizing, and managing classroom-based assessment
- 8.1 Provide physical and emotional security to all young children by building trusting relationships through respectful, responsive, and reciprocal interactions.
- 8.2 Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
- 8.3 Use appropriate communication strategies to support exploration and creative problem-solving in process-focused learning.
- 8.4 Use a variety of teaching strategies, to support children’s optimal development.
• 9.1 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
• 12.2 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
• 13.1 Make decisions for future practice based upon self-evaluation of the effectiveness of current actions and communications.
• 14.1 Set goals for professional development based on self-assessment of current strengths, responsibilities and needs.
• 14.2 Use the NAEYC professional code of ethics for making decisions.
• 14.3 Apply knowledge of Missouri State Child Abuse & Neglect regulations to early childhood profession.
• 14.4 Demonstrate appropriate professional behavior.
• 15.3 Seek out professional relationships to enhance professional growth (e.g., securing a mentor)
• 17.2 Identify, develop and integrate the components necessary to create a strong, positive organizational culture where everyone feels safe, valued and competent.

Course Content:
• 150 hours of supervised experience in an approved Early Childhood program
• Implement and evaluate classroom materials and plans
• Assess and meet individual needs.

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:
• Students will demonstrate effective written and oral communication skills.
• Students will demonstrate an understanding of discipline-related math and scientific principles.
• Students will think critically while systematically assessing problems, identifying issues and implementing solutions.
• Students will apply principles of professionalism and safety standards when entering the workforce.
• Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices.

Connection to Program Assessment Plan:
In compliance with MACC’s Early Childhood Education Program Assessment Plan, the student who successfully completes this course will be able to meet the following Program Objectives.
2.0 Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments to promote child development and learning. (1c)
4.0 Support and empower families and communities through respectful, reciprocal relationships; involve families and communities in their children’s development and learning. (2b & 2c)

7.0 Practice responsible assessment to promote positive outcomes for each child, by compiling and interpreting assessment data to plan appropriate learning experiences. (3c & 3d)

8.0 Know, understand, and use appropriate strategies and tools for early education, especially positive relationships and supportive interactions as the foundation of their work with children. (4a & 4b)

9.0 Use a broad repertoire of developmentally appropriate teaching/learning approaches, understanding that their details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. (4c)

10.0 Understand content knowledge and identify resources to deepen their understanding in academic disciplines/content areas. (5a)

11.0 Know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines. (5b)

12.0 Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes, including security, self-regulation, problem-solving skills, thinking skills, and academic and social competence for each child. (5c)

13.0 Reflect on own practice to promote positive outcomes for each child. (4d)

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

<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.

A grade of “C” or better must be achieved in all required Early Childhood Education courses (prefix “ECE”) to earn an AAS or Certificate in Early Childhood Education or an Early Learning Assistant Certificate.

Expected Study Time Commitments:
Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.

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Assessment:
(State the way learning outcomes will be measured. They may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects.)

Description of Assignment(s)/Project(s)

INSTRUCTOR POLICIES

Tardiness:
per instructor’s policy

Make-up and late work:
per instructor’s policy

Extra-credit work:
per instructor’s policy

Schedule of Student Assignments/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.)

Other:
List any other instructor policies

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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<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>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</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following: • Completion of quizzes or exams • Submission of assignments • Participation in threaded discussions</td>
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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 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

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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 or contact Ms. Cheryl Lybarger, MACC's Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.