Moberly Area Community College
Common Syllabus

ECE299: Special Studies in Early Childhood Education

Current Term

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

Catalog Description: ECE299 Special Studies in Early Childhood Education (1-6)-0-(1-6)
This course will consist of specialized study in area of the department, which are not covered in depth in courses already offered. Students may take no more than six credit hours of special studies in any one discipline.

Prerequisite:
None

Text:
None

Other Required Materials:
A USB flash drive; Virtual classes need headphones with a USB cord and a microphone.

Special Facilities/Equipment:
Students must be currently employed in a licensed child care program, Head Start or public pre-K program. Requires 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.

Connection with Career and Technical Education (CTE) Outcome Statement:
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:

5. Understand the goals and benefits of observation, documentation, and other appropriate assessment tools and approaches to responsibly evaluate children, programs, staff and self. (3a & 3.d.)

6. Understand how to create partnerships with families and other professionals to assess, evaluate, monitor, and report children’s other professionals’ development. (3b)
9. Use a broad repertoire of developmentally appropriate teaching/learning approaches, understanding that their details vary depending on children's ages, the individual's experience, characteristics, and the settings within which teaching and learning occur. (4c)

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

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

14. Involve oneself with the early childhood field by identifying and upholding professional guidelines and ethical standards. (6a&6b)

15. Engage in continuous, collaborative learning to integrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. (6c&6d)

16. Engage in informed advocacy for children and the profession. (6e)

17. Identify, allocate and manage human and material resources necessary for directing an early care and education program for young children and their families.

18. Demonstrate effective written and oral communication skills using Standard English.

Course Objectives:
The student will be able to:

13.1 Make decisions for future practice based upon self evaluation of the effectiveness of current actions and communications by self and other teachers.

13.2 Set goals for professional development based on self-assessment of current strengths, responsibilities and needs.

14.1 Adheres to the roles and responsibilities of an Early Care and Education Professional

14.2 Use the NAEYC professional code of ethics for making decisions.

14.4 Maintain professional boundaries within reciprocal relationships.

15.1 Select and use appropriate authentic or formal assessment tools for the stated goal in various situations.

15.2 Set goals to advance knowledge and skills to a new stage of professionalism.

15.3 Seek out professional relationships to enhance professional growth

15.4 Facilitate goal setting and implementing effective strategies to enhance the professional growth of others.

16.1 Articulate and defend best practices for quality care and education in any venue.

17.2 Identify, develop and integrate the components necessary to create a strong, positive organizational culture where everyone is feels safe, valued and competent.

17.6 Support the individual professional growth of novice teachers through appropriate coaching and leadership

18.2 Produce effective written communication for the purpose and audience

18.3 Demonstrate effective oral communication skills for the purpose and audience

Course Content:
A. Evaluating classroom personnel
B. Assessing and meeting individual needs
C. Leadership, supervision and coaching skills
D. Communication and collaboration

**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>
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</tbody>
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**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.

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

- Two Professional Goals
- Three observations of your coachee (one videotaped)
- Goal setting session with coachee
- Two goal reviews with coachee
- Weekly conferences (15 minute) with coachee
- Feedback on Learning Experience Plans
- Feedback and support for a study or other long-term plan implementation
- Interview plan and implementation
- Professional Portfolio Reviews
- Project on breaking barriers/motivation (or instructor approved topic)
- Self Reflection
- Evaluation tool critique
- Discussion threads
- Other projects as assigned

The ability to communicate professionally is very important for the Early Childhood Professional. The instructor reserves the right to return particularly poorly written assignments to be re-written before they are graded.

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

Tardiness:
Being late for your scheduled time at your FE Site will not be tolerated. It can lead to dismissal from the class for unprofessional conduct.

Make-up and late work:
All online assignments should be submitted by midnight of the date due, unless otherwise noted. There will be a 25% deduction from the final grade, if received within 48 hours of the original deadline. If the assignment is not received within 48 hours, there will be an additional 10% deduction each day. No assignments will be accepted for a grade more than one week from the due date. Entries to the threaded discussions must be made within the required time periods to be graded.

Extra-credit work:
There is no extra credit available in this class.

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

<table>
<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>
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<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:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• 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.

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