

**Moberly Area Community College
Common Syllabus**

ECE 270: Management of Early Childhood Programs

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:

Section number(s):

Class days and time:

Catalog Description: ECE270 Management of Early Childhood Programs 3-0-3

Management of Early Childhood programs, including homes, group homes and centers, will be examined in this course, which encompasses administration, marketing, personnel issues, parent and community involvement, and legal responsibilities.

Prerequisite:

ECE250 Curriculum and Planning in Early Childhood, LAL101 English I and MTH100 Intermediate Algebra or BUS152 Business Math/Electronic Calculations

Text:

Lee Keenan, D., & I.C. Ponte (2018). *From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program*. Washington, DC: NAEYC.

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. 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 class attendance, high speed internet (DSL or Cable) is recommended.

Purpose of Course:

This course provides an opportunity for the student to practice the fundamental administrative responsibilities of a childcare facility including program development and fiscal and personnel management. The student will also gain an understanding of the business challenges of

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operating a childcare facility.

Course Objectives (CO):

1. Create appropriate health, safety and nutrition policies and procedures based on state licensure and accreditation guidelines, for programs from infancy through the preschool years.
2. Develop and organize important policies, procedures, and guidelines to facilitate family involvement and delineate family responsibilities and caregiver/teacher responsibilities within a care and education facility, in compliance with state licensing regulations and accreditation standards
3. Apply strategies for planning, organizing, and managing classroom-based assessment
4. Apply knowledge of Missouri State Child Abuse & Neglect regulations to early childhood profession.
5. Demonstrate appropriate professional behavior.
6. Apply knowledge of federal, state and local regulations and professional standards to provide safe, healthy, developmentally appropriate environments for young children.
7. Identify, develop and integrate the components necessary to create a strong, positive organizational culture where everyone is feels safe, valued and competent.
8. Develop comprehensive management systems for daily operations, business and personnel management.
9. Balance staffing needs, payroll costs and income in simple cost analysis/balance sheets
10. Incorporate ideas and information from readings and personal reflection into own writing
11. Produce effective written communication for the purpose and audience

Course Content:

1. The many roles of a program director
2. Leadership and characteristic of effective leaders
3. Interpersonal relationships and personnel management
4. Funding and budgets
5. Regulations and quality indicators
6. Planning a facility
7. Marketing and recruitment
8. Parent relationships
9. Program Assessment

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

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- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

Evaluation of Student Learning:

90-100% A

80-89% B

70-79% C

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

60-69% D

Below 60% F

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

Activities	Points
Discussion Thread Responses	150
Various Activities from weeks 1-15 (see breakdown in Canvas)	220
Position Job Descriptions	50
Payroll and Tuition Schedule	50
Illness Management System	50
New Employee and Orientation Management System	55
Marketing Plan	75
WOYC Plans and Activities	50
Enrollment Plan	50
Quizzes (4-5)	100
Total	850

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Please note that the instructor may change and adjust the assignments and weighted points for each as the course progresses.

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 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 Policy:

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.

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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. During Zoom sessions, a *working headset is mandatory* to meet this requirement.

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*)

For Virtual Class Attendance:

In a virtual class participation includes being able to hear and respond orally during Zoom meetings.

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 Zoom. If the instructor is not able to reconnect, or communicate with you through Canvas, email or Zoom after 10 minutes, she will post an announcement in Canvas 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.

Tardiness:

Prompt attendance is expected at all class meetings, both at the beginning and returning from breaks. Tardiness, extended breaks and leaving class early are considered partial absences and will impact your success accordingly.

Make-up and late work:

All assignments should be submitted by midnight of the date due. You may have a **one-week**

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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:

None

Schedule of Student Assignments and Activities:

Assignment schedule will be posted by week on Canvas

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 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 Zoom, contact int@macc.edu or go to the Zoom help center <https://support.zoom.us/hc/en-us>. Please check out some of the Zoom help information below:

[video troubleshooting tips](#) (device specific) if your video/camera is not

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working. [testing computer or device audio](#) (device specific) if you have audio issues. [directions to join by phone](#).

These resources, plus others, are also provided in the student handbook (Redbook) on our website at (<http://www.macc.edu/studenthandbooks>). Student Resources is also available in Canvas.

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

COLLEGEWIDE POLICIES:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).

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