

**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:**

**Section number(s):**

**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.

**Course Objectives (CO):**

The student will be able to:

1. Make decisions for future practice based upon ~~self~~ evaluation of the effectiveness of current actions and communications *by self and other teachers*.
2. Set goals for professional development based on self-assessment of current strengths, responsibilities and needs.
3. Adheres to the roles and responsibilities of an Early Care and Education Professional
4. Use the NAEYC professional code of ethics for making decisions.
5. Maintain professional boundaries within reciprocal relationships.

6. Select and use appropriate authentic or formal assessment tools for the stated goal in various situations.
7. Set goals to advance knowledge and skills to a new stage of professionalism.
8. Seek out professional relationships to enhance professional growth
9. Facilitate goal setting and implementing effective strategies to enhance the professional growth of others.
10. Articulate and defend best practices for quality care and education in any venue.
11. Identify, develop and integrate the components necessary to create a strong, positive organizational culture where everyone is feels safe, valued and competent.
12. Support the individual professional growth of novice teachers through appropriate coaching and leadership
13. Produce effective written communication for the purpose and audience
14. Demonstrate effective oral communication skills for the purpose and audience

**Course Content:**

1. Evaluating classroom personnel
2. Assessing and meeting individual needs
3. Leadership, supervision and coaching skills
4. Communication and collaboration

**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:

- **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
60-69%	D

Below 60%      F

**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.

**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](#).