



**ECCE 2312  
PROFESSIONAL ROLES AND  
PRACTICES  
COURSE SYLLABUS  
HYBRID  
Summer Semester 2016**

Semester: 201616  
Course Title: Professional Roles and Practices  
Course Number: ECCE 2312  
Credit Hours/ Minutes: 3 / 3000  
Class Location: Building 1, Room 1109  
Class Meets: Hybrid: 40%/Face-to-Face 60% M & W 8:30-10:05.  
CRN: 60060

Instructor: Kay Wilson—M.Ed.  
Office Hours: Monday – Thursday 1:00 – 4:00  
Office Location: Building 1, Room 1109  
Email Address: [kwilson@southeasterntech.edu](mailto:kwilson@southeasterntech.edu)  
Phone: 478-289-2213  
Fax Number: 478-248-6353  
Tutoring Hours: N/A

**REQUIRED TEXTS:** Paraprofessionals in the Classroom. ISBN 205-43688-9 Allen and Bacon

**REQUIRED SUPPLIES & SOFTWARE:** MS Word or Notepad, Notebook, Paper, Pen/Pencil, and Supplies for Activities

**COURSE DESCRIPTION:** Provides training in early childhood personnel management. Topics include staff records; communication; personnel policies; managing payroll; recruitment, interviewing, selection, hiring, motivating, and firing; staff retention; staff scheduling; staff development; staff supervision; conflict resolution; staff evaluations; ethical responsibilities to employees; and time and stress management.

**MAJOR COURSE COMPETENCIES:** Topics include professional qualifications, professional and ethical conduct, professionalism and employment, and paraprofessional roles and responsibilities.

**PREREQUISITE(S):** ECCE 1103 Child Growth and Development

**COREQUISITE(S):** ECCE 1103 Child Growth and Development

**COURSE OUTLINE:**

1. Professional Qualifications
2. Professionalism and Ethical Conduct
3. Professionalism and Employment
4. Professional Roles and Responsibilities

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**HYBRID PROCEDURE**

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

**STUDENT REQUIREMENTS (Hybrid):** Students are expected to complete all work required by the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Any quizzes given during the semester will be averaged together to arrive at one grade for the semester. Students are expected to complete all tests and assignments by the due dates. The cut-off is midnight of each assigned week. **ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN.**

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**Specific Absences:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Failure to take tests/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for unannounced quizzes/assignments.**

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

## Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

### --First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

### --Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### --Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

### GRADING POLICY

40% Portfolio  
35% Weekly Book Assignments  
25% Grant (Small and Large)

### GRADING SCALE

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 0-59

### TCSG GUARANTEE/WARRANTY

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## ECCE 2312 Professional Roles and Practices

Date	Chapter Reading	Content	Assignments/Test Due Dates	*Course Competency Area **General Education Competency Area
Week 1 5/18-23  Due 5/23	Ch 1	What is a Paraprofessional The U.S. Educational System	Discuss Chapter Information on Portfolio Discuss the Two Grants you are to complete Hybrid: Begin Working on Your Portfolio Hybrid: Answer Discussion Board Question	*1 ** a,c,d
Week 2 5/23-5/31  Due 5/31	Ch 2	The U.S. Educational System	Discuss Chapter Bring in Everything You Have Collected for Your Portfolio Hybrid: 2 pg Paper on Where Do We Go From Here?	* 1, 2, ** a,c,d
Week 3 5/31-6/6  Due 6/6	Ch 3	How are Paraprofessional Duties Assigned and Defined? Standards for the Paraprofessional Role	Discuss Chapter Student's Portfolio rubric Discuss the Mini Grant Hybrid: Answer Discussion Board Question Hybrid: Download Standards for Paraprofessionals	* 1, 3, 4 ** a,c,d
Week 4 6/6-13  Due 6/13	Ch 4	Standards for the Paraprofessional Role	Work on Student's Portfolio Work on the Mini Grant Hybrid: Answer Discussion Board Question Hybrid: Complete Expand Your Learning in the Book	*3, 4 ** a,c,d
Week 5 6/13-20  Due 6/20	Ch 5	Organization and Management of Learning Environment	Discuss Chapter Work on Student's Portfolio Hybrid: Answer Discussion Board Question Hybrid: Complete Expand Your Learning in the Book	* 4 ** a,b,c,d
Week 6 6/20-27  Due 6/27	Ch 6 and 7	Learner Characteristics Instructional Supervision	Discuss Chapter Work on Student's Portfolio Work on Large Grant Hybrid: Create a Resume Hybrid: Research Learner Characteristics and Write a 1/2 Page Paper on Which Style You Are.	* 4 ** a,b,c,d
Week 7		NO CLASS		
Week 8 7/11-18  Due 7/18	Ch 8	Effective Instruction	Discuss Chapter Work on the Large GRant Work on Student's Portfolio Hybrid: Write your Personal Philosophy of Education Hybrid: Complete Expand Your Learning in the Book	* 3 ** a,c,d
Week 9 7/18 – 7/25	Ch 9 & 10	Monitoring Instructional Effectiveness Time Management	Discuss Chapter Work on Student's Portfolio Work on the Large Grant Submit Grant Hybrid: Answer Discussion Board Question Hybrid: Complete Expand Your Learning in the Book	*4 **a,b,c

**\*COURSE COMPETENCIES:**

1. Professional Qualifications
2. Professionalism and Ethical Conduct
3. Professionalism and Employment
4. Professional Roles and Responsibilities

**\*\*GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

**Rubrics**

**You will have weekly Discussion Questions.**

Students will be required to answer discussion board questions that will be posted within Angel. The topics will be posted at least a week prior to the due date. The answers to the discussion questions should be detailed and thoroughly answers the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student's response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussion these topics with your classmates.

**Rubric for the Discussion Board**

Discussion Board Rubric			
# of discussion posts	# of discussion replies	Grade	Due Date, Grammar and Spelling Requirements
1	1	100	Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post. A 10 point deduction will be given to any student who only responds to their classmate with an answer of "yes/no" or "I agree/disagree."
1	0	70	Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post.
0	1	50	Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion response is turned in past the due date. The student will receive a one point deduction for each

			grammatical and spelling error in the student's discussion response.
0	0	0	Students will receive a 0 on the discussion topic the student does not post an answer or response to a classmates discussion post.

### Rubric for Power Point Presentation

PowerPoint Presentation RUBRIC:

NAME \_\_\_\_\_ DATE \_\_\_\_\_

	4	3	2	1
<b>Length</b>	Presentation was at least 10 minutes in length	Presentation was between 8-9 minutes	Presentation was between 6-7 minutes	Presentation was less than 6 minutes
<b>Original</b>	The PowerPoint was totally original	The power point was original	The power point was somewhat original	The power point was lacking in originality
<b>Informative</b>	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
<b>Helpful to ECCE</b>	The information contained in the power point was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The power point was lacking in this area
<b>Creativity</b>	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
<b>Voice –Eye Contact</b>	The speaker's voice could be heard and eye contact was maintained throughout the entire presentation	The speaker's voice could be heard and eye contact was maintained throughout most of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker's voice could be heard and eye contact was maintained throughout at least some of the presentation
<b>Handout</b>	A handout was given at time of presentation	-----	-----	A handout was not given out at time of presentation
<b>Slides</b>	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points \_\_\_\_\_ X 3.5 = \_\_\_\_\_ (final grade on POWER POINT)

Comments

**WRITING RUBRIC:**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments

**Philosophy of Education RUBRIC:**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>The Paper stated how Children Learn</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive of how children learn	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion of how children learn	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking of how children learn	The paper did not have a proper main idea, and/or supporting details and/or cohesion of how children learn

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments



