I. **COURSE TITLE**: Collaboration and Communication in IECE Environments  
3 credit hours

II. **CATALOG DESCRIPTION**: This course examines collaboration processes involving early childhood professionals, families of children with and without disabilities, and other community resource personnel. Communication skills needed to function effectively in interdisciplinary early childhood education environments are a primary focus. The course also addresses topics that are critical to the practitioner’s professional development including reflective thinking, ethics, and advocacy. Prerequisites are EDU 103, FCS 210 and FCS 211 or instructor permission.

III. **PURPOSE**: The purpose of this course is to explore and develop skills needed for effective collaboration and communication with families and professionals in Interdisciplinary Early Childhood Education Environments.

IV. **COURSE OBJECTIVES**:

The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in brackets, are Roman numerals which reference the Kentucky IECE Teacher Standards and numbers that reference the Kentucky Early Childhood Core Competencies.

As a result of participation in this course, students will:

A. Acquire knowledge about the major theories that support partnerships with professionals and families. {V, VII} {1}

B. Translate theories into practical applications for all types of early childhood education programs. 
   {V} {1,4,5}

C. Become familiar with collaboration processes and skills needed in early childhood environments.  {VI} {3}

D. Demonstrate knowledge of recommended practice and research in interdisciplinary collaboration and consultation.  
   {V, VI, VIII} {1,2,3,4,5,6}

E. Use effective team membership and interpersonal skills to support collaboration.  {VI, IX} {6}

E. Understand and apply communication processes and skills.  {VI, VIII, IX} {6}

F. Understand the importance of promoting professionalism and influencing public policy in early childhood education.  
   {VII} {3}

G. Gain experience in using the NAEYC Code of Ethical Conduct and DEC Code of Ethics for resolving ethical dilemmas in early childhood environments.  {V, VI, VII, VIII} {3}
V. COURSE OUTLINE:
A. Theories that support partnerships with teachers and families
B. Practical Applications of theories
C. Collaboration Processes and Skills
D. Family Partnerships
E. Professional Partnerships
F. Advocacy and Professionalism
G. Reflective Practice
H. Ethical Practices in Early Childhood Environments
I. Child Abuse and neglect
J. Supervision

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture
B. Small and Large Group Discussion
C. In-Class Participation
D. Videotapes
E. Literature Critiques
F. Web-based Research

VII. FIELD AND CLINICAL EXPERIENCES:
Some outside of class experiences will be required to complete projects.

VIII. RESOURCES: MSU Waterfield Library, Internet Sources, and College of Education Computer Labs.

IX. GRADING PROCEDURES:
This course will use the following grading scale:
A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D=60-69% of total points
E=below 59% of total points

Flag System:
Student progress throughout the program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or student teaching, or reversal of admitted status.

X. ATTENDANCE POLICY:
Students are expected to attend and participate in each class meeting. The instructor adheres to the attendance policy found in the current MSU undergraduate bulletin.
XI. **ACADEMIC HONESTY POLICY:**

The Department adheres to the University Policy on Academic Honesty found in the current MSU undergraduate bulletin.

XII. **TEXTS:**


XIII. **PREREQUISITES:** EDU 103, FCS 210, FCS 211 or instructor permission.