

CHAMINADE UNIVERSITY OF HONOLULU
ED 491B/ ED498B Seminar ECE/ Fieldwork Experience in ECE
Syllabus
Fall 2013

INSTRUCTOR:	Instructor: Elizabeth Park E-mail: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390
OFFICE HOURS:	By appointment only. Please be sure to use your <i>Chaminade University of Honolulu</i> student email for all communication. Please post general questions under the Virtual Office thread located under Course Home.
TIME and LOCATION:	<p>Online asynchronous: eCollege (see below for eCollege information).</p> <p>Online synchronous: Synchronous sessions will be held on Wednesdays Week 1, Week 3, Week 5, Week 7, Week 10 from 4 p.m. to 6 p.m. Hawaii Standard Time. There are several synchronous tools introduced in this course but the default tool will be Elluminate ClassLive. Other tools may be used in case Elluminate ClassLive does not work.</p> <p>Critical: Check your student email account (or have it forwarded to one you check) at least 3 times per week. All communication for your graduate program will come to this address. For technical assistance with your student email account, contact helpdesk@chaminade.edu.</p>
TEXTBOOKS:	<ol style="list-style-type: none"> 1. Tyminski, C. (2010). <i>Your early childhood practicum and student teaching experience: Guidelines for success (2nd ed.)</i>. Boston: Pearson Education, Inc. Merrill. ISBN# 0-13-715290-6 2. Copple, C., & Bredekamp, S. (Eds.). (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.)</i>. Washington D.C.: NAEYC Press. ISBN# 9781928896647
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com This is a completely online course. If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu
CATALOG DESCRIPTION:	ED 491 (A&B) Seminar- Early Childhood Education (2-1) (AEOP) This course gives direction and support for the fieldwork in Early Childhood Education. Instructor and students will work through

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	<p>challenges and struggles encountered in the classroom.</p> <p><i>Requirement: (A): Concurrent enrollment in ED 498A. (B): Concurrent enrollment in ED 498B.</i></p> <p><i>Prerequisites: Acceptance and completion of all course requirements for Early Childhood Education major.</i></p> <p>ED498 (A&B) Student Teaching: Early Childhood Education (3-3) (AEOP)</p> <p>This course applies the methods and theory into practical teaching. The fieldwork setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. The student may be employed. Fieldwork requires 150 hours per term in an Early Childhood Educational setting.</p> <p><i>Requirement: (A): Concurrent enrollment in ED 491A. Prerequisite: (B): Concurrent enrollment in ED 491B.</i></p> <p><i>Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major.</i></p>
<p>MAJOR COURSE TOPICS</p>	<p>To Be an Excellent Teacher (DAP Ch. 1) What does it mean to be an excellent teacher? What does an excellent teacher know?</p> <p>Teaching and Learning (NAEYC Standards for EC Professional) Connecting with Children and Families Using Developmentally Effective Approaches Understanding Content Knowledge in Early Education</p> <p>Teaching and Learning (NAEYC Standards for EC Professional) Building Meaningful Curriculum Case Study</p> <p>The Infant and Toddler Years (DAP Ch. 2 & 3) Development in the First Three Years of Life Developmentally Appropriate Practice in the Infant and Toddler Years</p> <p>The Preschool Years (DAP Ch. 4 & 5) Developmentally Appropriate Practice in Preschool Years-Overview</p>

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	<p>Developmentally Appropriate Practice in Preschool Years-Examples</p> <p>The Kindergarten Year (DAP Ch. 6 & 7) Developmentally Appropriate Practice in Kindergarten Year-Overview Developmentally Appropriate Practice in Kindergarten Year-Examples</p> <p>The Primary Grades (DAP Ch. 8 & 9) Developmentally Appropriate Practice in Primary Grades-Overview Developmentally Appropriate Practice in Primary Grades-Examples</p> <p>Professional Teaching Standards for ECE NAEYC Standards (Birth to 8 yrs.) Hawaii Early Childhood Career Development Coalition ASK Core Areas(Birth to 5 yrs.) National Board for Professional Teaching Standards (NBPTS) (3 to 8 yrs.)</p> <p>Content Standards for Program Serving Young Children Hawaii Preschool Content Standards (PK, 4 yrs.) Hawaii Content and Performance Standards (HCPS III) (K-6, 5 to 12 yrs.)</p> <p>Becoming a Professional (NAEYC Standards for EC Professional & CUH Professional Disposition) NAEYC Code of ethical conduct and statement of commitment Identifying and involving oneself with the EC field Knowing about and upholding ethical standards and other professional guidelines Engaging in continuous, collaborative learning to inform practice Integrating knowledgeable, reflective, and critical perspective on EC Engaging in informed advocacy for children and the profession</p>
<p>EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:</p>	<p>The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:</p>

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<p>All five (5) program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.</p>	<ol style="list-style-type: none"> 1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education. 2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education. 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education. 4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education. 5. (ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other members of the community
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STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	<ol style="list-style-type: none"> 1. Students use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children (NAEYC 1) 2. Students know about, understand, and value the importance and complex characteristics of children's families and communities. They use this 	<ol style="list-style-type: none"> 1. Research paper, portfolio 2. Interview, paper, portfolio, case study

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	<p>understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning (NAEYC 2)</p> <p>3. Students know about and understand the goals, benefits, and uses of assessment. They know about the and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. (NAEYC 3)</p> <p>4. Students integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children. (NAEYC 4)</p> <p>5. Students identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. (NAEYC 5)</p>	<p>3. Observation, reading, portfolio, case study</p> <p>4. Unit plan, reading, portfolio, case study</p> <p>5. Reading, portfolio</p>
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<p>ACADEMIC REQUIREMENTS:</p>	
<p>Signature Assignments</p>	<p>Professional Portfolio and Presentation (Template provided in eCollege Doc Sharing) Working Portfolio created in Google Doc and Presentation should include:</p> <ol style="list-style-type: none"> a. Cover page with your name, course number, and date of submission.

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	<p>b. Brief introduction. c. Evidence for meeting NAEYC Standards d. Resume and contact information. e. Please review Signature Assignment Rubric for your reference.</p> <p>Unit Plan Detailed information provided in eCollege.</p> <p>Case Study Detailed information provided in eCollege.</p>
Other Assignments	Please see details of the assignments in eCollege schedule.
Grading Scale	100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F
UNIVERSITY POLICIES:	<p>Attendance Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p>Writing Standards All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

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	<p>Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none">1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.2. Paraphrasing the work of another without proper author acknowledgment.3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual. <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>
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*This syllabus may be subject to change.