CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 491A/ ED498A Seminar ECE/ Fieldwork Experience in ECE
Summer 2014

INSTRUCTOR:	Instructor: Elizabeth Park Email: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390
OFFICE HOURS:	Brogan Hall 119 Office hours by appointment – please email. We can also have an ClassLive session – schedule through email.
TIME and LOCATION:	**Face-to-Face**: N/A **Online asynchronous:** eCollege (see below for eCollege information). **Online synchronous:** Synchronous sessions will be held on Wednesdays of Week 1, Week 3, Week 5, Week 7, and Week 10 from 4 p.m. to 6 p.m. Hawaii Standard Time (Time subject to change). There are several synchronous tools introduced in this course but the default tool will be ClassLive. Other tools may be used in case ClassLive does not work. **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
TEXT/S:	Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington D.C.: NAEYC Press. ISBN# 9781928896647 Recommended: Browne, K. W., & Gordon, A. M. (2009). *To teach well: An early childhood practicum guide*. New Jersey: Merrill. eText ISBN-10 0-13-713237-9; ISBN-13 978-0-13-713237-9 Print: ISBN-10 0-13-199502-2; ISBN-13 978-0-13-199502-4
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security. If you do not see your course listed or have difficulty logging in, please cont

	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 challenges and struggles encountered in the classroom. *Requirement: (A): Concurrent enrollment in ED 498A. (B): Concurrent enrollment in ED 498B.* *Prerequisites: Acceptance and completion of all course requirements for Early Childhood Education major.* **ED498 (A&B) Student Teaching: Early Childhood Education (3-3) (AEOP)** 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. *Requirement: (A): Concurrent enrollment in ED 491A. Prerequisite: (B): Concurrent enrollment in ED 491B.* *Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major.*
MAJOR COURSE TOPICS	**Getting Started (Ch 1)** **Fieldwork Handbook** **Becoming a Professional Teacher (Ch. 2)** **What is a Professional Portfolio?** **Understanding and Guiding Behavior (Ch. 3)** **Observing and Assessing Children (Ch. 4)** **What is a Case Study?** **Environment and Schedules (Ch. 5)** **Curriculum (Ch. 6)** **Integrated Curriculum Unit Plans** **Team Teaching (Ch. 7)** **Collaborating with Families (Ch. 8)** **The Dynamics of Diversity (Ch. 9)** **Teaching in Various Settings (Ch. 10)**
EARLY CHILDHOOD EDUCATION **PROGRAM OUTCOMES:** All five (5) program	The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefo the successful candidate: **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**

outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD.**	**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 member of the community**
STUDENT LEARNING OUTCOMES:	**Outcomes (NAEYC Standard(s) addressed)** **How will the outcomes be achieved? (e.g. Assignments, readings, lectures, fieldwork, etc.)** 1. Students use their understanding of young children's characteristic and needs, and of multiple interacting influences on children development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children (NAEYC 1) 1. Research paper, portfolio 2. Students know about, understand and value the importance and complex characteristics of children's families and communities. They use this 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) 2. Interview, paper, portfolio, case study 3. Students know about and

	understand the goals, benefits, and uses of assessment. The know about the and use systematic observations, documentation, and other effective assessment strategies in responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (NAEYC 3)	3. Observation, reading, portfolio, case study
	4. Students integrate their understanding of and relationship 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)	4. Integrated Curriculum Unit plan reading, portfolio, case study
	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 perspective 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)	5. Reading, portfolio
	6. Students will demonstrate an understanding of using developmentally appropriate	

	practices to support young children's learning and development (NAEYC 4B) 7. Students will demonstrate that they know, understand, and use NAEYC standards and professional and ethical codes of conduct.	6. Educational video, unit and lesson plans 7. Professional portfolio, professional disposition self-assessment, readings, discussions.
ACADEMIC REQUIREMENTS:	
Signature Assignments	**Professional Portfolio and Presentation** (Template provided in eCollege Doc Sharing) A working portfolio will be created in Google Docs and the final presentatio an electronic professional portfolio should include: a. Cover page with your name, course number, and date of submission. b. Brief introduction. c. Evidence for meeting NAEYC Standards d. Resume and contact information. e. Please review Signature Assignment Rubric for your reference. **Unit Plan** Detailed information provided in eCollege. **Case Study** Detailed information provided in eCollege.
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:	**Attendance** Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents ther from attending class, and make arrangements to complete missed assignmen 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 attend a course without officially withdrawing may receive a failing grade. Please r to attendance guidelines and policies for hybrid/online courses in your stude handbook.

Writing Standards
All work submitted by Chaminade University students must meet the follow writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence struc 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.

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:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes 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.
4. 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/Dro Disabilities, and others.