



Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: ED 297-01-2
Course Title: Fieldwork Practicum in Early Childhood Education
Credit: 3 Credits
Department Name: Education Division

Instructor Name: Elizabeth Park, Ph.D.
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Office Hours: By appointment
Instructor Information: Elizabeth Park, Ph.D.
Other Contact Information (Zoom): <https://zoom.us/my/epark>

Term: Spring 2016
Dates: April 4, 2016 - June 11, 2016
Zoom Meetings: Weeks 1, 5, 7, & 8 Thu. from 4:30 p.m. to 6:30 p.m. HST
Class Location: [Canvas](#)

Required Textbook(s):

Tyminski, C. (2010). *Your early childhood practicum and student teaching experience: Guidelines for success (3rd Edition)*. Boston, MA: Pearson Education.

You can find the textbook(s) at:

Chaminade Online Bookstore (<http://chaminade.bncollege.com/>)

Amazon (<http://www.amazon.com/>)

VitalSource (<https://www.vitalsource.com/>)

Catalog Description:

The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Major Course Topics:

- **Preparing to Begin Student Teaching (Ch. 1)**
 - Final preparation for the day
 - Terminology of student teaching
 - Making a good first impression
 - Examination of personal assumptions and beliefs
 - Initial meetings
 - Personal Preparations
 - Development of a support system
- **Establishing Effective Professional Relationships (Ch. 3)**
 - Establishing positive relationship with cooperating teachers
 - Establishing positive relationship with your college supervisor
 - Effective communication and building relationships
 - Stages of development
- **Classroom Management: Environments and Routines (Ch. 5)**
 - Physical space and classroom management
 - Emotional climate and classroom management
 - Classroom routines
 - Time management
- **Supportive Instruction (Ch. 8)**
 - Recognizing children's unique ways of knowing
 - Relating instruction to young children's ways of knowing
 - Supportive instruction in communication
 - Supportive instruction using an integrated curriculum
 - Technology and supportive instruction
- **Guiding Young Children in the Classroom (Ch. 4)**
 - Emphasis on classroom management
 - Discipline and guidance
 - Guidance strategies
 - Additional behavior management techniques
 - Real-life ethical dilemmas
 - The support group meets
- **Understanding Diverse Communities and Interacting with Children's Families (Ch. 9)**
 - Changing cultural demographics
 - Breaking down cultural barriers
 - Diverse family structures in today's classrooms
 - How to develop positive home-school relationships
 - Nonverbal cultural codes
- **Working Portfolio**
 - What is Working Portfolio?
 - How do you create a Working Portfolio?
 - Why Create a Working Portfolio?
 - Philosophy of Education
- **Completion of Student Teaching: Looking Ahead (Ch. 10)**
 - Leaving your student teaching practicum
 - Planning ahead after graduation

- Interviews
- **Observation and Evaluations of Student Teaching (Ch. 6)**
 - Making the most of the observation/ evaluation process
 - Observations of teaching
 - Evaluation
 - Self-evaluation
 - State standards and high-stakes assessment
 - Peer support group
- **Assessment of Young Children (Ch. 7)**
 - Assessment: A blessing or curse?
 - Assessment related terminology
 - Purposes of assessment
 - Formal assessment
 - Informal assessment
 - Authentic assessments
 - Alternate assessment
 - Assessment considerations for special populations
- **Becoming a Professional (Ch. 2)**
 - What it means to be a professional
 - Professional issues related to early childhood education
 - NAEYC Code of ethical conduct and statement of commitment
 - NCATE Unit standards, Standard 1: Candidate knowledge, skills, and professional dispositions.

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade University of Honolulu's initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. **Content Knowledge** (*Knowledge of subject matter*)
2. **Developmentally Appropriate Practice** (*Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*)
3. **Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*)
4. **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*)
5. **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)
6. **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments*)
7. **Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*)
8. **Professional & Ethical Dispositions and Communication** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist

values, and positive and constructive relationships with parents, the school community and professional colleagues)

NAEYC STANDARDS FOR EARLY CHILDHOOD PROFESSIONALS (2010)

1. **PROMOTING CHILD DEVELOPMENT AND LEARNING** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.
2. **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.
3. **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES** Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.
4. **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.
5. **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM** Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
6. **STANDARD 6. BECOMING A PROFESSIONAL** Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who

demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

7. STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Course Learning Outcomes (CLOs)

Through the course discussions, readings, assignments and case studies, participants will be able to:

- Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. (NAEYC 1)
- Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. (NAEYC 2)
- Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. (NAEYC 3)
- Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. (NAEYC 4)
- Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. (NAEYC 5)
- Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. (NAEYC 6)
- Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood. (NAEYC 7)

Key Teaching-Learning Strategies

This is an online course. The learning strategies include constructivist approach with online and flip teaching, inquiry-based learning, and project-based learning strategies.

Course Requirements

Attendance and Participation	10%
Discussions	20%
Assignments	20%

Reflective Blogs	20%
Signature Assignment - Working Portfolio	30%

O&P or Service Learning Requirement (if applicable):

- N/A

University Policies:

Please refer to your **Student Handbook** and the **Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of our University Learning Management System. My goal will be to return graded assignments within one week of the due date.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax

expected of college level students. Use of [APA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#). All papers are to be word-processed, proofread, and solely the work of the author.

Group Work Policy

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology

You are expected to work with appropriate technology including mobile devices for your course work.

Attendance

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Professionalism Policy

Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

One-on-One Tutoring

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724).

Acknowledgement Statement

(Please cut and paste and return to the instructor via email)

Course:

Term:

Printed Name:

Signature:

[Note: signature is not required if submitting through email]

By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree to the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.