Course Overview

Course Number: ED 491AB
Course Title: ECE Field Experience Seminar
Department Name: Education
Term: Spring Semester 2026
Term Dates: 1/12/26-5/8/26
Course Credits: 3
Class Meeting Days: TBD
Class Meeting Hours: TBD HST via Zoom
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Yan Yan Imamura, M.Ed., M.A.T.
Email: yanyan.imamura@chaminade.edu
Phone: 808-739-8563
Office Location: Brogan 118 (Zoom: https://chaminade.zoom.us/my/yyimamura)
Regular & Substantive Interaction (RSI):
> **Office hours**: Wednesdays 3:00-4:00 pm HST via Zoom
> **Grading and providing content-specific feedback** (via Canvas SpeedGrader): Students can expect grades and feedback from me within 5 business days following an assignment submission

University Course Catalog Description

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: Concurrent enrollment in ED 498AB.*

Course Overview

This course covers the following topics:
1. Becoming a Professional Teacher
2. Progression of Learning and Development
3. Observation and Assessment
4. Guiding Behavior and Classroom Management
5. Curriculum and Instructional Strategies
6. Integrated Curriculum
7. Collaborating with Families and Community Partnerships
8. Professional Dispositions

9. DAP
10. Ethical Dilemma
11. Advocacy
12. Marianist Education

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Learning Outcomes

Students will be able to		Evidence
CLO 1	Evaluate self competencies related to Power to the Profession Standards by developing an electronic portfolio.	Professional Portfolio
CLO 2	Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 8 years old) students.	Child Case Study
CLO 3	Identify central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 8 years old) students.	Integrated Curriculum
CLO 4	Utilize formative and summative assessments to determine, select and implement effective instructional strategies for students in Early Childhood (ages 2 ½ to 8 years old).	Integrated Curriculum & Child Case Study

CLO 5	Analyze the values, commitments, and ethics of the teaching profession within the school community.	Professional Portfolio - Educational Philosophy & Code of Ethics
CLO 6	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	Professional Portfolio - Marianist Education

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
PLOs	1-5	1	2	3	4	5
NAEYC (P2P)	1-6	1	5	3-4	6	2
Marianist	1-5					2

Course Prerequisites

PSY 202, ED 215, ED 217, ED 222, ED 233, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479.

Required Learning Materials

NAEYC (National Association for the Education of Young Children). 2022 *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (4th ed.). Washington, DC: NAEYC. ISBN# 978-1-938-113-95-6

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative
B Superior work done in a consistent and intellectual manner
C Average grade indicating a competent grasp of subject matter
D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

This course is utilizing a Flex model, meaning there is a firm deadline for the Course Completion Schedule assignment, which is due by 11:59 pm on the 7th day of the month in which you started the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Grades of "Incomplete"

In cases of illness or family emergency, students may request an Incomplete grade. At the instructor's discretion, the student may be asked to make up the class by completing the required work in the time frame specified in the Incomplete contract agreed upon between the student and the instructor. If the student does not fulfill the terms defined in the contract by the deadline, the alternate grade indicated in the contract will be recorded as the final grade.

Writing Policy

All written assignments should:
1. correctly use 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;
6. use APA style formatting.

Artificial Intelligence (AI) Use Policy

The use of artificial intelligence (AI) tools must support learning and uphold academic integrity. While technology can assist with editing and idea development, all submitted work must reflect the student's original thinking, analysis, and writing.

Permitted Use
Students may use AI tools in the following limited ways:

- **Grammar and mechanics support:** Tools such as Grammarly may be used to improve spelling, punctuation, grammar, and sentence clarity. These tools should not alter the meaning, structure, or content of the work.
- **Brainstorming and idea generation:** Tools such as ChatGPT may be used to generate topic ideas, clarify concepts, or support preliminary planning and outlining.

AI may be used as a learning support tool, not as a writing tool.

Prohibited Use
Students may not use generative AI tools to:

- Write full or partial drafts of assignments, reflections, discussions, or papers
- Rewrite or paraphrase AI-generated content and submit it as their own work
- Generate analysis, arguments, or conclusions in place of the student's own thinking
- Create citations or references without independently verifying accuracy

Submitting AI-generated writing as original work constitutes academic dishonesty.

Turnitin and Originality Review
All written assignments will be submitted through Turnitin with AI detection enabled.

- **Assignments with an AI score of 70% or higher** may result in the student being contacted to provide evidence of originality (e.g., drafts, outlines, notes, or writing process documentation).

- **Assignments indicating a 100% AI-generated score** will receive a zero for the assignment pending instructor review. At the instructor's discretion, the student may be granted one opportunity to resubmit a fully original version.

Repeated or intentional misuse of AI may result in additional academic consequences consistent with university policies.

Students are responsible for maintaining drafts and documentation of their writing process and for seeking clarification from the instructor if they are unsure about appropriate AI use.

Instructor and Student Communication
Questions for this course can be emailed to the instructor at yanyan.imamura@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours.

Email Guidelines:
- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Community of Practice Communication Guidelines:
- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

Disability Access
If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Canvas Technical Assistance:
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade Client Services for technical issues: cstechsupport@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Chaminade University Policies

Student Conduct Policy
Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, please refer to the Chaminade Catalog.

Title IX Compliance

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
Flex students are expected to asynchronously attend and submit course work in classes they are registered in. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the

attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy:
This three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 15 hours in meetings with instructor, 120 hours researching, completing, and presenting the three key assignments (child case study, integrated curriculum unit, and student teaching portfolio). Additional 30 hours will be spent on completing readings, community of practice, and other assignments.