

WE '03

CHAMINADE UNIVERSITY OF HONOLULU
Honolulu, HI**Winter Evening 2003**

INSTRUCTOR: Sylvia Loveless
COURSE: Ed 233B Introduction to ECE
3 credits/45 hours
TIME: Monday, 5:30 pm-9:40 pm
SITE: Holy Family Catholic Academy,
830 Main St. Honolulu, HI 96818

Phone: 395-5026**email:** lovelessd001@hawaii.rr.com**RATIONALE:**

The practice of those in the emerging profession of Early Childhood Education is enhanced by understanding the history and current issues that impact the field. Educators in the field of Early Childhood Education need to have an understanding of developmental needs of children and an awareness of the attitudes, skills and knowledge necessary to support the optimal growth and learning of the young children in their care.

Course Objectives and Competencies:

- a. To introduce the history, current issues and trends in ECE including Montessori education. (MACTE 2)
- b. To provide educators with an understanding of ways to create rich, supportive learning environments for the young child and assess program needs. (MACTE 1,2,3)
- c. To provide educators with the requisite skills to successfully observe children and adults in the environment. (MACTE 4)
- d. To provide educators with a basic understanding of the health and safety requirements appropriate for the young child. (MACTE 7)
- e. To provide educators with the awareness of skills and abilities needed to support the development and learning of young children. (1,3,4,5)
- f. To prepare practitioners to better establish positive and productive relationships with families. (MACTE 6,7)

Texts:**Essentials For Child Development Associates**

Current Copy of the Rules and Regulations for the 0-3 or 3-6 Group Care Programs in the state of Hawaii

This class includes a required Observation and Participation component. Please see Joanne Lewis for required placement.

Assignments:**Class Participation:**

Students will be evaluated on their contribution to class discussion and small group discussion.

Students must attend 90% of the course in order to pass. Special arrangements must be made directly with the instructor if more than 90% of the course will be missed. In case of family emergency or illness the student may request an "incomplete". The student may be asked to make up an individualized program for completing the requirements or through completion of the required work in the time frame specified in the

contract.

Journal:

Beginning with the first session of this class a journal will be maintained to record thoughts and impressions of all observation and participation experiences and additional observations. Instructor will from time to time assign a topic for inclusion in the journal. Evaluation will be based on clarity and neatness of all entries in standard English and the thoughtfulness and depth of the reflection.

Additional Observations:

Three separate observations of an individual child will be made for at least 15 minutes as follows. May be made in the O&P setting or another site.

1. Observe the child's interaction with the materials. Note degree of concentration and duration of interaction.
2. Observe the number of interactions with adults in the environment and purpose of interaction. How did the interaction support learning?
3. Observe interaction with other children.

In all instances record the age and developmental stage of the child as reflected in the interaction.

4. Parent/Teacher: During arrival or departure observe interactions that occur over a 15 minute period. Does the interaction reflect the value the program places on parent relations? Describe.
5. Parent/Child: Observe three separate interactions at any site. Describe and relate to the development of the child and the parent's understanding of the child's development.

Professional Interview:

Interview someone other than your cooperating teacher. Refer to the text when planning the interview.

The syllabus may be adjusted to meet the needs of the students.

SCHEDULE

- January 13** **Introduction to the Emerging Profession**
- Critical Impact of the Early Years
 - Trilemma of Issues
 - Ethics
 - Advocacy
 - Dynamic between Child and Environment
 - Know Yourself
 - Motive
 - Attitudes and Values
 - Bias
- Assignments:**
- Journal**
- I enjoy children who...
 - I cannot tolerate...
 - I don't understand...
 - I really want to...
 - I need to learn more about...
- Read Units 1 and 2**
- Observe child/materials interactions**
- Obtain current Department of Human Services Rules and Regulations governing Child Care Centers (Pre School and Infant Toddler)**
- January 20** **No class: Martin Luther King Jr. holiday**
- January 27**
- Share journal assignment
 - Ways to Study How Children Grow and Learn
 - Observation and Record Keeping
 - Developmental Stages
 - Principles of Development
 - Developmentally Appropriate Practices
 - Including Diversity
- Assignments:**
- Read Unit 3**
- Design floor plan for 3's and 4's and Infant/Toddler**
- Include narrative that explains choices**
- Observe child/teacher interactions**
- February 3**
- Share Room Design
 - Safe, Healthy Environment: Physical/Emotional
 - Rules and Regulations for Licensing

- **Schedule and Planning**

Assignments:**Read Unit 4****Journal Reflection:****An Ideal Child in an Ideal World****Observe child/child interactions****February 10**

- **A Continuum of Human Behavior**
- **Raising a Child in the 21st Century**
- **Leading Edge Teaching Practice**
- **Video**

Assignments:**Read Unit 5****Observe parent/teacher interactions****February 17** **No class: Presidents' Day holiday****February 24** **Physical and Intellectual Competence**

- **Enabling Children to Learn**
- **Working with ESL Children**
- **Developing Curriculum**

Assignments:**Read Unit 6****Observe parent/child interactions****March 3****Working with Families**

- **Building a Parent/Teacher Relationship**
- **Communication**
- **Resolving Difficulties**
- **Parents Evaluating Teachers**

Assignments:**Read Unit 7 and 8, Pre School Section****March 10****Putting it All Together**

- **Career Development Coalition**
- **Registry**
- **Training Approval**
- **NAEYC Statement of Commitment**

Present Journal Reflections/Professional interview, observations**Assignment:**

Read Unit 7 and 8, Infant Toddler Section
Read Unit 7 and 8, Family Child Care Section

March 17 Putting it all Together (Infant/Toddler, Family Care Provider)
 • Registry
 • NAEYC Statement Of Commitment

March 24
 Discussion of All Material Covered
 FINAL EXAM

Evaluation: Student grade will be based on the content and clarity of written assignments, the depth of knowledge and understanding evident in personal discussion with the instructor, and the depth of understanding and knowledge evident in the final exam.

EVALUATION

Written assignments including journal entries.....	25% of your grade
Attendance and discussion.....	30%
Interview of ECE Professional.....	10%
Observation logs.....	15%
Final exam.....	20%

90-100%= A 80-89%=B 70-79%= C 60-69%= D below 60%= F

NO ASSIGNMENTS WILL BE ACCEPTED AFTER MARCH 24, 2003