*2013.75*

# University of Hawaii Maui College
# ECED 190 - Early Childhood Field Experience IA

1. **Course Alpha. Please click on the ? to the right for help.**

   ECED

2. **Course Number. Please click on the ? to the right for help.**

   190

3. **Course Title/Catalog Title. Please click on the ? to the right for help.**

   Early Childhood Field Experience IA

4. **Number of Credits. Please click on the ? to the right for help.**

   4

5. **Contact Hours/Type. Please click on the ? to the right for help.**

   - Hour other; explain (4)


   2 hour weekly seminar, 8 hours/week in UHMC Head Start.

6. **Course Description. Please click on the ? to the right for help.**

   Provides a supervised work experience in an early childhood education and care setting. Supports students in integrating content knowledge with practice. Designed for those who have little or no experience in early childhood programs.

7. **Pre-Requisites. Please click on the ? to the right for help.**

   Permission of instructor required to enroll in this course; and ECED 110 and ECED 131, both with grade C or better, and ENG 22 with grade C or better, or placement at ENG 100.
   Note: Students may be required to obtain a physical or doctor's note and to be fingerprinted all at the student's expense.

8. **Co-requisites.**

   None

9. **Recommended Preparation.**

   ECED 105

10. **Is this a cross-listed course? Please click on the ? to the right for help.**

    NO

11. **Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.**

    1. Early Childhood Education Field Experience IA
    2. PCC and UHWO alignment. UHWO uses ECED for course alpha.
    3. Updating prerequisite, SLOs and PLOs.
    4. 5 year review

12. **Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.**

Fall 2014

13. **Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

   - Standard (Letter,Cr/NCr,Audit) (0)

14. **Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

15. **Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

| Course SLO/Competency | Demonstrate professionalism through keeping confidentiality, code of ethical conduct. | Hone observation skills and relate observations to child development information. | Observe in two other early childhood programs and compare and contrast approaches to early childhood education demonstrated. | Plan for one week of curriculum as a group and implement parts of the plan individually, reflect on the successes and areas to work on. |
|---|---|---|---|---|
| Demonstrate emerging ability to create healthy, engaging and challenging learning experiences using knowledge of child development and appropriate content and methods. | ☑ | | ☑ | |
| Observe, document and assess children's development and learning. | | ☑ | ☑ | |
| Demonstrate knowledge about the importance of positive relationships and interactions with diverse children and families. | ☑ | ☑ | | |
| Demonstrate emerging ability to plan, implement and assess learning experiences using appropriate content and methods. | | | | ☑ |

| Course SLO/PSLO | PLO 1: Use knowledge of child development and of individual children to | PLO 2: Build respectful partnerships with children, families and their | PLO 3: Observe, document and assess children's development and learning | PLO 4: Build positive relationships and guide children through supportive | PLO 5: Plan, implement, and assess learning experiences using | PLO 6: Base decisions and actions on ethical and other professional | PLO 7: Advocate for children and their families within |
|---|---|---|---|---|---|---|---|

| | create healthy, challenging learning environments and experiences. | communities. | in partnership with families. | interactions. | appropriate content, concepts, and methods. | standards. | the program. |
|---|---|---|---|---|---|---|---|
| Demonstrate emerging ability to create healthy, engaging and challenging learning experiences using knowledge of child development and appropriate content and methods. | ☑ | | | | ☑ | ☑ | |
| Observe, document and assess children's development and learning. | | | ☑ | ☑ | | | |
| Demonstrate knowledge about the importance of positive relationships and interactions with diverse children and families. | | ☑ | | ☑ | | ☑ | |
| Demonstrate emerging ability to plan, implement and assess learning experiences using appropriate content and methods. | | | | | ☑ | | |

**16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

| Competency |
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| |

| |
|---|
| Demonstrate professionalism through keeping confidentiality, code of ethical conduct. |
| Hone observation skills and relate observations to child development information. |
| Observe in two other early childhood programs and compare and contrast approaches to early childhood education demonstrated. |
| Plan for one week of curriculum as a group and implement parts of the plan individually, reflect on the successes and areas to work on. |

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

| Content |
|---|
| Overview, scheduling of time in UHMC Head Start - (2 weeks) |
| Introducing yourself to three families in writing and in person - (2 weeks) |
| Observation assignments - (6 weeks) |
| Observing in other programs - (2 weeks) |
| Planning for one week of curriculum as a group - (3 weeks) |
| Keep confidentiality, code of ethical conduct - (Throughout course) |

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

| Program SLO |
|---|
| PLO 1: Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences. |
| PLO 2: Build respectful partnerships with children, families and their communities. |
| PLO 3: Observe, document and assess children's development and learning in partnership with families. |
| PLO 4: Build positive relationships and guide children through supportive interactions. |
| PLO 5: Plan, implement, and assess learning experiences using appropriate content, concepts, and methods. |
| PLO 6: Base decisions and actions on ethical and other professional standards. |
| PLO 7: Advocate for children and their families within the program. |

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

| | |
|---|---|
| | **Creativity** - Able to express originality through a variety of forms. |

| | |
|---|---|
| ☑ | **Critical Thinking** - Apply critical thinking skills to effectively address the challenges and solve problems. <br><br> ☑ Preparatory Level |
| | **Information Retrieval and Technology** - Access, evaluate, and utilize information effectively, ethically, and responsibly. |
| ☑ | **Oral Communication** - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <br><br> ☑ Preparatory Level |
| | **Quantitative Reasoning** - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately. |
| ☑ | **Written Communication** - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <br><br> ☑ Preparatory Level |

| GenED SLO |
|---|
| Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. |
| Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. |
| Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. |

20. **Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

21. **Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

   - Other, explain (0)

   2 hour weekly seminar, 8 hours/week in UHMC Head Start

22. **Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

   Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

   - Reflecting Children's Lives, 2$^{nd}$ edition, Carter and Curtis, Redleaf Press, 2011.
   - Practical Solutions for Practically Every Problem, revised, Saifer, Toys „N Things Press.

**23. Maximum enrollment. Please click on the ? to the right for help.**

5. Limited due to capacity of classroom at UHMC Head Start.

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

YES
8 hours/week in UHMC Head Start. Seminar in college classroom.

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

NO

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

Access to UHMC Head Start through the UHMC/MEO Head Start partnership

**27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

**28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

no

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.**

| Degree | Program | Category |
|---|---|---|
| **Associate in Arts:** | Liberal Arts | LE - Elective |
| **AS:** | Early Childhood Education (ECED) | PR - Program Requirement |
| **AAS:** | | |
| **BAS:** | | |
| **Developmental/ Remedial:** | | |

**30. Course designation(s) for other colleges in the UH system.**

**ED or ECED 190 at Hawai'i CC, ED or ECED 151, 191 at Honolulu CC, ED 192 Kaua'i CC.**

**31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.**

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**32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.**

| | | |
|---|---|---|
| **Standard 1 - Written Communication** <br> **Write effectively to convey ideas that meet the needs of specific audiences and purposes.** | | 3 |
| **Outcome 1.1 - Use writing to discover and articulate ideas.** | | 3 |
| **Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.** | | 2 |
| **Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.** | | 3 |
| **Outcome 1.4 - Gather information and document sources appropriately.** | | 2 |
| **Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.** | | 3 |
| **Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.** | | 3 |
| **Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.** | | 2 |
| **Outcome 1.8 - Demonstrate proficiency in revision and editing.** | | 2 |
| **Outcome 1.9 - Develop a personal voice in written communication.** | | 2 |
| **Standard 2 - Quantitative Reasoning** <br> **Synthesize and articulate information using appropriate mathematical methods to solve problems of quantative reasoning accurately and appropriately.** | | |
| **Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.** | | 1 |
| **Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.** | | 0 |
| **Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.** | | 0 |
| **Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.** | | 0 |
| **Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.** | | 0 |
| **Outcome 2.6 - Assess the validity of statistical conclusions.** | | 0 |
| **Standard 3 - Information Retrieval and Technology.** <br> **Access, evaluate, and utilize information effectively, ethically, and responsibly.** | | |
| **Outcome 3.1 - Use print and electronic information technology ethically and responsibly.** | | 2 |
| **Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.** | | 2 |
| **Outcome 3.3 - Recognize, identify, and define an information need.** | | 2 |
| **Outcome 3.4 - Access and retrieve information through print and electronic media,** | | 3 |

| | | |
|---|---|---|
| evaluating the accuracy and authenticity of that information. | | |
| Outcome 3.5 - Create, manage, organize, and communicate information through electronic media. | | 2 |
| Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use. | | 3 |
| **Standard 4 - Oral Communication**<br>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication. | | 3 |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication. | | 2 |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | | 3 |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion. | | 2 |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | | 2 |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions. | | 2 |
| **Standard 5 - Critical Thinking**<br>Apply critical thinking skills to effectively address the challenges and solve problems. | | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information. | | 2 |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | | 3 |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | | 2 |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | | 3 |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | | 2 |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | | 1 |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions. | | 3 |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning. | | 1 |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | | 3 |
| **Standard 6 - Creativity**<br>Able to express originality through a variety of forms. | | |
| Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking. | | 2 |
| Outcome 6.2: Explore diverse approaches to solving a problem or addressing a | | 2 |

| | | |
|---|---|---|
| challenge. | | |
| **Outcome 6.3: Sustain engagement in activities without a preconceived purpose.** | | 0 |
| **Outcome 6.4: Apply creative principles to discover and express new ideas.** | | 0 |
| **Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction** | | 3 |
| **Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.** | | 0 |

## 33. Additional Information