ECED-2110-501: Professionalism
UNM-Valencia Online
Spring 2020 - March 23-May 16

I. GENERAL INFORMATION
Instructor: Deidre Stebleton, MA Education
Class Time: March 23-May 16 Online @ learn.unm.edu
Email: DSteblet@unm.edu
Office Hours: Thursdays, 6:30-7:30pm Online and any time by appointment.

II. COURSE DESCRIPTION
The course provides a broad based orientation to the field of early care and education. We will discuss early childhood history, philosophy, ethics and advocacy, and the basic principles of earl childhood systems. The course will introduce multiple perspectives on early care and education and you will examine professional responsibilities such as cultural responsiveness and reflective practice from multiple angles.

III. REQUIRED TEXTBOOKS/RESOURCES
Morrison, G, Woika, M. & Breffni, L.. (2020). *Fundamentals of early childhood education* (9th ed.). New York, NY: Pearson, Inc.
http://www.mypearsonstore.com/bookstore/fundamentals-of-early-childhood-education-subscription-9780135241509
Other readings as assigned in learning modules

Computer Requirements: Prior to getting started you will want to review the necessary computer requirements to properly run the Blackboard Learn management system. For best performance, it is recommended that you use Firefox or Chrome as your internet browser. You can can download Firefox for free by visiting Firefox Download. http://www.mozilla.org/en-US/firefox/fx/?from=sfx&uid=290713&t=478
You can download Chrome for free by visiting Chrome Download. https://www.google.com/chrome/

It is also a good idea to run the Blackboard Learn Browser Check.

Required Software: In order to view the materials presented and submit assignments in the course, you will need the following which are available to UNM students here: http://it.unm.edu/download/
• Adobe Reader
• Word processing software compatible with Microsoft Word. (If using a MAC, be sure I can open your documents on a PC using Microsoft Word.
• Adobe Flash

IV. LEARNING OBJECTIVES AND COURSE COMPETENCIES

Learning Objectives:
Course objectives are overarching goals for student learning that are assessed through course assignments and instructor evaluation of each student's skills and abilities.

Students will:
1. Demonstrate a commitment to the principles of professionalism and code of ethics in the field of Early Childhood Education.
2. Identify historical and current theories of early childhood education, program models and developmentally appropriate practice.
3. Determine strategies for effective communication, collaboration and advocacy with families and children.

Learning Objectives	Assessment Methods
1. Demonstrate a commitment to the principles of professionalism and code of ethics in the field of Early Childhood Education.	Philosophy paper, Application Activities, Reflective Journals, Discussion Boards
2. Identify historical and current theories of early childhood education, program models and developmentally appropriate practice.	History & Theory Exam, Application Activities, Reflective Journals, Discussion Boards
3. Determine strategies for effective communication, collaboration and advocacy with families and children.	Advocacy Brochure, Application Activities, Reflective Journals, Discussion Boards

Course Competencies

ECME 230 is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico state Department of education's Common Core competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency.

- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professional, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
- Use both self and collaborative evaluations as part of ongoing program evaluations. F.12
- Demonstrate ability to adhere to early childhood professional codes of conduct and issues of confidentiality. G.1
- Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2
- Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3
- Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4
- Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5
- Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

V. COURSE REQUIREMENTS
Attendance Policy:
Attendance in this online course will be tracked through the timely completion of assignments and participation. Simply logging into UNM Learn (a.k.a. BlackBoard) does not constitute attendance.
*Students who do not submit an assignment, login or participate during the **first week** of class will be dropped from the course.
Note: A student with excessive missed assignments may be dropped from the course. Missing more than one week or more of assignments constitutes excessive missed assignments.
Technical issues do not relieve students of the responsibility for missed assignments and exams. Students must take the initiative in arranging with their instructor to make up missed work.

Active Participation:
Weekly course participation is expected of all participants. Participants are required to regularly correspond with the instructor and peers within the course. This will enable us to learn and interact with each other, as a community of learners.
Students are expected to log onto Blackboard Learn **at least three times per week** to participate in discussions. Total time spent both off line and on line for this class should be 6-8 hours per week.
Each week will have a weekly learning module.
The learning module will open on **Saturday** at 12am, run for **ten full days,** ending on **Monday** at midnight.

Due Dates and Late Assignments
Students are expected to turn in work on the date that it is due. Late Assignments will be accepted; however, there will be a 5% deduction for every day that it is late. You must ask your instructor for permission to turn in late assignments.
Note: No late postings on the discussion boards. Once the learning week is over, the discussion is then closed.

Instructor Communication Policy:
Emails and messages will be responded to within 24 hours Monday-Thursday, and within 48 hours Friday-Sunday.

Grades are generally released for all assignments and assessments within six days after the due date. Feedback will be provided. Check the conversation bubble next to your grade in the My Grades tab.

Online Classroom
Online courses are delivered exclusively through the Web. This course is designed to give you the flexibility and convenience you need to help you meet your educational goals. Still, the student should be aware that a good degree of initiative, discipline, diligence, and organization is required on your part to successfully complete this course.

Hardware and Skills Required
- UNM net ID account and password;
- Access to the Internet
- High-speed internet connection preferred (DSL or cable modems) but dial up modem will work (albeit very slow);

- Speakers for listening to presentations;
- Web browser and Java (please visit UNM Learn home page at learn.unm.edu for browser requirements);
- Working knowledge of Windows or Macintosh operating systems;
- Ability to use web browser, internet connection and email;
- Ability to save and copy files and to receive and send email attachments.
- Required to use file type, Word doc, docx, or Word compatible processor. This include MAC users!

Note: If you do not have the hardware, UNM-Valencia has several student computer labs available to you. If you do not have the skills, appointments can be made with a tutor to help you navigate Blackboard Learn. "How to Use Learn" is also a great resource and is located in our course, left column link or here: http://online.unm.edu/help/learn/students/

Academic Support
Student tutors are available for tutoring appointments at The Learning Center. For more information phone 925-8907, go to http://valencia.unm.edu/campus-resources/the-learning-center/index.html, or follow the link in our Bb course. Other Resources also linked in Bb course:
The Learning Center
The Writing Center

Accommodation Statement:
The University of New Mexico-Valencia Campus is committed to the recognition and the proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA). The University makes reasonable accommodation for religious observances, national origin practices of a student and to the known physical or mental limitations of a qualified student, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operation of the University.
For information regarding accommodations in the academic and/or employment setting for qualified students with disabilities, or if you have a special need and require an auxiliary aide and/or service, please contact Student Services (505.925.8560). https://valencia.unm.edu/about/accessibility.html
For information on Equal Access go to: https://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html

Assignments and Course Evaluation
Discussion Board/Attendance – (20%) Students will participate in weekly discussion boards that allow students to discuss and show an understanding of course concepts as well as create a community of learners within our Bb course. Most discussions will center around an ethical dilemma.
Your initial post must be completed by *Wednesday* and consist of at least *6 detailed sentences*. Your replies to classmates should follow *2-3 days later* and be substantial, detailed, include relevant information and be at least *4 sentences* in length. (See Bb course for discussion board grading rubric for other detailed grading information.) Discussions end on the final day of the learning week and therefore cannot be made up/turned in late.

Application Activity Assignments – (20%) Students will complete application assignments related to their weekly chapter readings. Assignments must be submitted in the Bb course assignment link by their due dates. Assignments should demonstrate a deep understanding of concepts, use college level language with few to no errors in conventions. (See Assignment/Journal Rubric in Bb, week 1 for more detail)

Journals – (20%) Students will thoroughly respond to journal questions, taken from the chapter contents.   Sometimes that response will be comprehensive; others it will be reflective. Journals should demonstrate a deep understanding of concepts and have few to no errors in conventions. (See Assignment/Journal Rubric in Bb, week 1 for more detail)

Theory Exam – (15%) Students will complete a multiple choice and short answer exam covering the content in Chapter 3 History and Theories.

Philosophy Paper – (10%) Students will culminate their professional development by writing a Philosophy of Education Paper. This paper must be typed, double spaced, 12- point font with 1 inch margins. Please use correct spelling, punctuation, and sentence structure. More information provided when assigned.

Advocacy Brochure – (15%) Students will prepare a trifold brochure suitable for distribution to families/community members, advocating for *Play in the Early Childhood Classroom.* More information provided when assigned.

Grading

• Online Participation /Discussion Board	20%
• Application Assignments	20%
• Journals	20%
• Theory Exam	15%
• Philosophy Paper	10%
• Advocacy Brochure	15%
Total	**100%**

Percentages and Grade Equivalent

100-97 **A+**	89-87 **B+**	79-77 **C+**	69-66 **D+**	
96-93 **A**	86-83 **B**	76-73 **C**	65-62 **D**	
92-90 **A-**	82-80 **B-**	72-70 **C-**	61-59 **D-**	58-0 **F**

Dishonesty in Academic Matters

As stated in 2014-2016 UNM-Valencia Catalog:

> Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.
> Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University (11)*.

Schedule of Assignments by week:
This is a tentative schedule, subject to change

Class Date	Weekly Topic/Content	Assignment Due
Week 1 March 23-30 (8 days)	*Jumpstart Course *Introduction *Syllabus & Course Schedule Ch. 1: You and Early Childhood Education	*-Jumpstart course completion* -Syllabus Assignment -Discussion Board-Intros Discussion Board-Ch. 1 Journal
Week 2 March 28-April 6 Begin 10 day week	Ch. 2: Understanding and Responding to Current Issues Ch. 3: History and Theories:	Discussion Board Application Assignment Journal *History and Theory Exam*
Week 3 April 4-13	Ch. 4: Implementing Early Childhood Programs Ch. 5: Guiding, Teaching, and Learning	Discussion Board Journal Application Assignment
Week 4 April 11-20	Ch. 6: Children, Families and You Ch. 7 Infants and Toddlers Ch. 8 The Preschool Years	Discussion Board Journal Application Assignment
Week 5 April 18-27	Ch. 9 Kindergarten Today Ch. 10 The Primary Grades Ch. 11: Ensuring Each Child Learn	Discussion Board Journal Application Assignment
Week 6 April 25-May 4	Ch. 12: Helping Children Be Their Best	Discussion Board *Philosophy Paper Due*
Week 7 May 2-11	Chapter 13: Building Partnerships for Student Success	Discussion Board Application Assignment
Week 8 May 9-16	Final Play Advocacy Brochure due	Journal *Advocacy Brochure Due*