

ECME 230
Professionalism
ECME 230.550
CRN 46252
UNM-Valencia Online
Spring 2018: February 5 through May 4

Instructor: Teresa Goodhue, MA Education
Class Time: See Course Outline for Attendance Days
Phone: 925-8904
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Office: LRC 107
Office Hours: Monday through Thursday 2:15-4:15

Textbook Not Required

See Black Board Learn for Reading Supplements (learn.unm.edu)

Course Description

ECME 230 (2 credit hours): This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice⁴ are examined.

Course Competencies

This course 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 (see Common Core Content manual). 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 professionals, 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 ethical 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

Attendance

I will be meeting students periodically throughout the semester. If you are absent on that day, you will lose 5 percentage points on attendance. You can, however, arrange to meet me at my office on the UNM-VC campus to make up the points.

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, 5 points will be deducted for every day that it is late.

Students with Disabilities and Special Learning Needs: Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

• Reading Reflection Journal (RRJ)	40%
• Personal Philosophy of Early Childhood Education	40%
• Lesson Plan	20%
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)

Course Outline

Reading Reflection(RRJ) assignments are generally 1-3 paragraphs

Week One

2/5-2/9

Read "Teaching as A Profession." (RRJ) Give examples of how the qualities of effective teachers apply in actual classroom situations. **Friday 2/9 is an attendance day**

Week Two

2/12-2/16

Read "Becoming a Teacher." Begin writing your Personal Philosophy of Early Childhood Education. Use the list of questions provided on p.55.

Week Three

2/20-2/23

Read "Understanding Human Development." (RRJ) Briefly describe each of the 5 theories.

Week Four

2/26-3/2

Read "Middle Childhood: Growth and Development." (RRJ) Explain the importance of readiness for learning for children entering kindergarten.

Friday 3/2 is an attendance day.

Week Five

3/5-3/9

Read "The Early history of Education in America." (RRJ) Describe the following periods in education: The American Colonial Period, The American Early National Period, The American Common School Period, The American Progressive Period, The 1920s, and the Great Depression Era.

3/12-3/16:

Spring Break

Week Six

3/19-3/23

Read "The modern history of Education in America." (RRJ) Give examples of ways the civil rights movement prompted improved educational opportunities for other groups.

Week Seven

3/26-3/30

Read "Schools and Society." (RRJ) Describe societal problems that impact schools and learning, along with possible solutions. **Friday 3/30 is an attendance day.**

Week Eight

4/2-4/6

Read "Teaching Diverse Learners" (RRJ) Identify the difficulties English language learners face and how classroom teachers can help them.

Week Nine

4/9-4/13

Read "What Makes an Effective Teacher?" (RRJ) Identify the steps in constructive conflict resolution and describe the goal of mediation.

Week Ten

4/16-4/20

Read "Planning for Instruction." (RRJ) Identify and describe the key parts of a lesson plan. **Friday 4/20 is an attendance day.**

Week Eleven

4/23-4/27

Read "Instructional Methods." (RRJ) Develop questions appropriate for instruction based on Bloom's Taxonomy (p.265.)

Week Twelve

4/30-5/4

Friday 5/4 Due: Reading Reflection Journal, Personal Philosophy of Education paper, and 1 Lesson Plan.