ECME 230 PROFESSIONALISM  (2 credit hrs.)

INSTRUCTOR: Gary Atias  737-6235  770-7669  atias@unm.edu
Office Hours: Tue – Thur  1-3 pm and by appointment

COURSE DESCRIPTION
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 practice are examined.

REQUIRED TEXTS: (For sale at UNM-Taos bookstore)


SUPPLEMENTAL TEXTS: (on loan from instructor) can be viewed by appointment

COURSE COMPETENCIES:
This course is part of the articulated Universal Catalogue of Courses for Early Childhood 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 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

"Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner. Handouts are available in alternate formats upon request." (ADA)

COURSE REQUIREMENTS

• **Attendance and participation** -- You are expected to attend class and actively participate in sharing your creative ideas, useful information, meaningful activities, appropriate classroom materials, books, professional journals, articles, etc. Please feel free to share your thoughts, comments, questions, ideas, frustrations and problems too. You are encouraged to get acquainted with other class members; they are a valuable resource for your learning. It is mandatory that you be courteous and respectful to everyone in class.

   Students may be dropped from the course by the Instructor after a third absence. Third and fourth absences will only be allowed for good cause and must be followed by a two page report on the topic of the missed class, using the textbook chapter and the notes of at least two class-mates. This must be done within two weeks of the absence. Any student with five absences, for whatever reason, will be dropped from the Course and given a "W" or "WP".
• **Required readings**-- Weekly readings have been organized to coincide as much as possible with in-class content. In specific areas, however exact correspondence is not possible. To benefit most from the readings, it is recommended that you read the assignment during the week specified. Readings may come from the required texts, supplemental texts, and class handouts and are to be completed prior to class. After each chapter, read the corresponding chapter in the "Study Guide". Assignments from text "study guides" will be done in class and away.

• **Assignments**
  A) Write a personal philosophy of Early Childhood Education. Include: 1) your beliefs about how young children learn, 2) your commitment to working with diverse populations, 3) examples of education/care experiences available for young children, 4) a statement of your professional ethics, and 5) professional advocacy goals.

  B) "Shadow" an early childhood professional. Learn what they do and believe. Write a reaction paper that reports the educational preparation, major responsibilities, special demands, and the personal and professional rewards of their work. You will give a brief oral presentation in class.

  C) Attend a State or Local Early Childhood Professional organization meeting. Write a 1 page reaction.

  D) Observe and participate (as appropriate) in three different early childhood settings for a minimum of two hours each. Ages, curriculum and philosophy should vary by setting. Write a 1-2 page reflection on your observations from each setting as well as a 1-2 page paper comparing their relative strengths and weaknesses. You will give a brief oral presentation in class.

  E) Write a 1 page class reflection journal for the 12 classes noted below. Turn them in weekly.

  F) Complete a "class reaction" form and turn in on week 14.

  G) **Research Paper**: Research a current Early Childhood issue and write a scholarly paper, 6-8 pages in length. You will present an oral summary of your paper in class. Specific guidelines are attached.

**Evaluation:**
This is a competency based course. Grading will be based on you’re attendance and performance. See "ECME 230 Grade Sheet" for grade criteria.

**Dropping the course:**
It is the student’s responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.
### Due Process:
If you have any problems in the class that cannot be directly handled by talking with the instructor, the appropriate person to contact is the Academy Head.

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**ECME 230 TENTATIVE COURSE OUTLINE:** Note: dates and topics are subject to change.

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<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Readings</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>1) 8-23-06</td>
<td>Introduction to the Profession</td>
<td>Morrison Ch 1</td>
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<td>2) 8-30-06</td>
<td>Foundations of early childhood education</td>
<td>Morrison Ch 2 &amp; 3</td>
<td>Reflective Journal</td>
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<td>3) 9-6-06</td>
<td>History of child development and early education</td>
<td>Morrison Ch 4</td>
<td>Reflective Journal</td>
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<td>4) 9-13-06</td>
<td>Introduction to Program Models and early childhood setting</td>
<td>Morrison Ch 5</td>
<td>Reflective Journal</td>
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<td>5) 9-20-06</td>
<td>Program Models &amp; settings continued</td>
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<td>Reflective Journal</td>
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<td>6) 9-27-06</td>
<td>Role of Professionals / Career opportunities</td>
<td>Morrison Ch 6</td>
<td>Reflective Journal</td>
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<td>7) 10-4-06</td>
<td>Reflective Practice</td>
<td>Feeney Ch 1 &amp; 2</td>
<td>Reflective Journal</td>
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<td>Guest Speaker: Amy</td>
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<td>8) 10-11-06</td>
<td>Group discussion of &quot;Shadow&quot; experience</td>
<td>Morrison Ch 7 &amp; 8</td>
<td>&quot;Shadow&quot; reaction paper due</td>
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<td>Midterm Exam</td>
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<td>9) 10-18-06</td>
<td>Current Issues &amp; Challenges in ECE Cultural Responsiveness</td>
<td>Morrison Ch 9 &amp; 10</td>
<td>Reflective Journal</td>
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<td>10) 10-25-06</td>
<td>Professional Ethics</td>
<td>Feeney Ch 3 &amp; 4</td>
<td>Reflective Journal</td>
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<td>11) 11-1-06</td>
<td>Valuing Diversity</td>
<td>Morrison Ch 11</td>
<td>Reflective Journal</td>
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<td></td>
<td>Discussion of Observations</td>
<td>Feeney Ch 5</td>
<td>Observation paper due</td>
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<td>12) 11-8-06</td>
<td>Multiculturism / Anti-bias education in a diverse society</td>
<td>Feeney Ch 6 &amp; 7</td>
<td>Reflective Journal</td>
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<td>13) 11-15-06</td>
<td>Family Involvement &amp; Community Outreach</td>
<td>Morrison Ch 13</td>
<td>Reflective Journal</td>
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<td>Philosophy paper due</td>
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<td>14) 11-29-06</td>
<td>ECE systems, laws, regulations, guidelines &amp; Policies</td>
<td>Feeney Ch 8</td>
<td>Reflective Journal</td>
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<td>Morrison Ch 12</td>
<td>Research papers due</td>
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<td>Meeting &amp; class reactions due</td>
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ECME 230 Grading Sheet

Name__________________________

1) 15 classes @ 20 points each. (300 max) _______________

2) Personal Philosophy (50 points max) _______________

3) Reflective Journals (12 @ 10 ea = 120 max) _______________

4) “Shadow” Project (90 max) _______________

5) Observation Paper (90 max) _______________

6) Professional meeting (40 max) _______________

7) Research Paper (200 max) _______________

8) Class reaction form (10 max) _______________

9) Midterm Exam (50) _______________

10) Final Exam (50) _______________

Total: (1000 maximum points) _______________

Note: Points are awarded based on the quality of your work, not simply on turning “something” in.

GRADING SCALE

Final course grades will be calculated as follows:

951 - 1000 = A+  901 - 950 = A  851 - 900 = B+  801 - 850 = B  751 - 800 = C+
701 - 750 = C  
651 - 700 = D+  
601 - 650 = D  
Below 601 = F

Instructor may award "minus" grades at his discretion.