



Castleton University

Early Childhood Educators Institute

Summer 2021 Course Syllabus

NOTE: To this date, the Agency of Education has not completed its analysis of the endorsement standards for early childhood for this course. When the Agency of Education does complete analysis, this syllabus and the Institute website will be updated.

Course Title: Equity Through Ethics in the Early Childhood Classroom

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate

Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C14 (graduate) & EDU 4710 CFS15 (undergraduate)

Dates: July 20 – November 1, 2021.

This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Learning Management System or Technology Tools: Google Classroom

Instructor(s): Name, email address, phone #: Michaela Stone, Ph.D.;
michaela.stone@northernvermont.edu; 802-626-6295

Course Cost to Student: \$375 for this 3-credit course. The institute fee is \$200. Total: \$575

Course Description: This course approaches equity and culturally responsive teaching through the lens of professional ethics. It provides students with the training necessary to develop a personal ethical framework for identifying and processing ethical dilemmas. Topics explored include the NAEYC Code of Ethical Conduct, how to use professional ethics to guide interactions with families and students, applicable educational laws related to ethical behavior, and the ethics involved in creating a culturally responsive, equitable curriculum for students.

Audience: Birth to Pre-K

Course Goals: By the completion of this course, students will be able to:

- Recognize the role that professional ethics plays in ensuring equitable educational experiences for young children,
- Demonstrate competency with using the NAEYC Code as a guide when engaged in ethical decision-making,
- Identify potential barriers to ethical decision making in early childhood settings,
- Create an ethical decision-making model that recognizes the culturally diverse society in which we live,
- Synthesize course content into a personalized code of professional conduct,
- Apply ethical principles, ideas, codes, and decision-making processes in response to ethical dilemma case studies and to situations arising in the field, and
- Understand the ethical imperative to engage in advocacy for students, families, and the field of Early Childhood Education, and identify resources to support that advocacy.

Course Objectives:

- Develop a personal ethical decision-making model which is grounded in the NAEYC Code of Ethics and sensitive to issues of educational equity and culturally responsive teaching,
- Apply the personal ethical decision-making model to ethical dilemma case studies and to situations arising in the field, and reflect on the process and outcomes,
- Draft and discuss a personalized code of professional conduct with a clear commitment to equity in early childhood education,
- Identify resources to support advocacy for students, families, and the field of Early Childhood Education.

Required Readings/Texts: (required texts not included in the course tuition)

Readings and resources will be provided by Dr. Stone throughout the course.

Other Suggested Readings/Texts:

Feeney, S. F., & Freeman, N.K. *Ethics and the Early Childhood Educator: Using the NAEYC Code* (3rd ed.). Washington, D.C.: NAEYC.

Assignments:

Reflection Journals - You will complete 3 monthly reflection journals. These journals will be shared only with me and will require you to examine the interaction of your personal values with a diverse array of cultural values, as well as ethical and legal issues. Specific prompts for reflection will be provided.

Online Discussion Forums - Each month you will participate in one teacher-directed discussion forum and one student-directed discussion forum.

Projects:

Ethical Decision-Making Model - You will construct a model for ethical decision making that synthesizes components of various models that have been covered through course readings, online learning activities, and course discussions. The model must illustrate how ethical problems will be recognized and defined, as well as the process through which a decision will be made. A project description and the scoring rubric that will be used to assess this project will be provided to all students.

Personal Code of Professional Conduct – You will write a one-page personal code of professional conduct that synthesizes the key ethical ideals and ethical principles and identifies how they inform your equitable practice as an educator of diverse young children. A project description and the scoring rubric that will be used to assess this project will be provided to all students.

Case Study Presentation & Discussion – You will use your ethical decision-making model to process an assigned case study. You will then share your case study with the class in a 10-minute Flipgrid video presentation. You will engage in asynchronous video discussion with classmates regarding their approaches to the assigned case studies. A project description and the scoring rubric that will be used to assess this project will be provided to all students.

Evaluation:

Assignment and project descriptions and rubrics will be provided to all students to allow for self-assessment prior to submission of course assignments. Any questions or concerns about evaluation should be addressed to Dr. Stone.

Grading:

Course Component	Percent of Course Grade
Reflection Journals	10%
Online Discussion Forums	10%
Ethical Decision-Making Model	20%
Personal Code of Professional Conduct	20%
Case Study Presentation & Discussion	20%

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7

B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at:

<http://catalog.castleton.edu/index.php>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will**

notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing. After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

Transcript Request:

www.castleton.edu/transcripts