



# Castleton University

## Early Childhood Educators Institute

### Summer 2022 Course Syllabus

**Course Title:** Foundations in Ellen Tadd's Framework for Wise Education®

**Number of Credits:** 3 graduate or undergraduate credits (45 hours of new learning)

**Level:** Graduate & Undergraduate

This course will be offered at both the graduate and undergraduate level. Any registrant who has not yet earned a Bachelor's Degree will be automatically registered for the undergraduate section. Some assignments and expectations for scholarly writing (paper page length, APA expectations) will be matched 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). Any registrant who has earned a Bachelor's Degree will be automatically registered for the graduate level.

**Course Code:** EDU 5515 C45 (graduate) & EDU 4515 C13 (undergraduate)

**Course Dates:** July 26 – October 1, 2022. Note: This course is part of the 2022 Early Childhood Educators Institute and requires attendance all 3 days of the online institute July 26, 28 & August 2, 2022. The course continues in an online environment until October 1, at the latest. Final grades will be accessible on November 4, 2022.

**Institute Times:** July 26, 28 & August 2 from 9:00 am – 3:00 pm.

**Course Zoom Dates and Times:** *(At least 2 additional synchronous Zoom sessions are recommended between August and September 30.)*

**Format:** Online asynchronously and synchronously using Zoom videoconferencing.

**Location:** Online

**Learning Management System you will be using (if any):** Thinkific

**Instructor Name & degree:** Maureen Burford, M.Ed.

**Instructor Email Address:** mburford@creativelives.org

**Instructor Phone #:** 802-272-5950

**Instructor Office Hours:** Mon 1 – 3 pm; Thurs: 4 – 6 pm (or by appointment)

**Course Cost to Student:** \$375 for this 3-credit course. The institute fee is \$200. Payments are due and payable to Castleton University.

**Course Description:**

This course will provide understanding and experience of a timeless, practical approach to holistic teaching and learning – based on Ellen Tadd’s observations of the human energy system, or chakra system, and its fundamental role in human development. During our time together, you will apply the Framework towards your professional goals and desired outcomes for students, tailoring its application to your setting and age group.

Together, we will explore the mechanics of focus, the building blocks of self-esteem, emotional wellbeing, character and cognitive development, the foundations of healthy relating, and a comprehensive approach to discipline and pursuing excellence. Discover how Tadd’s Framework supports your own wellbeing and enhances the study of any subject, while helping students grow as whole, healthy people.

**Audience:** Birth through age 8.

**Work Required prior to the institute, if any:** *none*

**Course Objectives:**

- Clearly describe Ellen Tadd’s Framework for Wise Education
- Understand and describe the role of chakras in child development, they relate to curriculum and instruction, supportive learning materials, and the learning environment
- Assess professional strengths and weaknesses in each of seven Framework categories
- Address areas of professional development with targeted tools and strategies
- Observe student strengths and weaknesses in each of seven Framework categories
- Address student needs and support desired student outcomes with targeted Framework tools and strategies, integrating with evidence-based practices from VELS and aligning with Vermont Guiding Principles

**Required Readings/Texts** (must be purchased): The Wisdom of the Chakras by Ellen Tadd

**Other Required Readings/Texts** (supplied as part of the course): Helping Students Thrive by Maureen Burford, et al

**Assignments:**

During the institute, you will go through an experiential introduction to the Framework, with built-in time to:

- Complete a self-assessment in each Framework category and develop learning priorities for yourself and your students

After the institute, you will attend and participate in five weekly Zoom lectures. (These will be recorded and posted the next day to refer back to if necessary). Over this time, you will also complete:

- Weekly reading assignments (4 brief chapters per week)
- Journal assignments (2 pages weekly)
- Discussion forum questions
- And create professional development plans to address your weaknesses in particular chakra categories.

**Projects:**

**Undergraduate students:**

Undergraduate students will share their gained insights about this holistic approach to education, their priorities for developing their teaching, and a lesson plan that integrates the use of Framework tools and strategies (PowerPoint or comparable presentation platform preferred).

**Graduate Students:**

Graduate students will share their professional development goals across each Framework category. If students are currently in-situ (working with children in the field), they will also present their application of Framework strategies, and reflect on outcomes for students. If graduate students are not in-situ, they will present a lesson plan that integrates Framework tools and strategies in teaching a subject-lesson.

**Evaluation:**

All students will be evaluated on:

Attendance and participation in all Zoom lectures. (These will be recorded and posted the next day to refer back to it necessary).

Quality of writing assignments and discussion contributions (in addition to posting required comments, undergrads must respond to one other thread; graduate students must respond to two other threads).

Accuracy of worksheet responses

**Undergraduates will also be evaluated on:**

Final presentation: summarizing their understanding of Framework concepts and their experience applying Framework tools and strategies personally, as well as their lesson plan design.

**Graduate students will also be evaluated on:**

Understanding of dominant, diminished, and well-functioning patterns in each Framework category.

Final presentation that exemplifies professional growth and presents either a Framework-based lesson plan, or a summary of the application of Framework tools, strategies, and awareness with students, including a qualitative assessment of student outcomes.

**Note on attendance:** Being absent and/or late for class may impact one's grade, and excessive absences may result in failure or withdrawal from the course. Students are responsible for all missed work, assignments, etc.

Documented absences resulting from legitimate circumstances, such as personal illness, involvement in sanctioned university events, a death in the immediate family, etc., will not negatively impact a student's grade or academic standing. Notwithstanding the previous statement, once a student has missed enough classes that the instructor believes the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade, be withdrawn from the class, or be considered for an Incomplete (I) and given a defined period to complete their remaining course work.

**Grading:**

Attendance and participation: 30%

Quality of writing assignments and discussion contributions: 30%

Accuracy of worksheet responses: 10%

Final presentations: 30%

**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](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](http://www.castleton.edu/transcripts)