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Dewar College of Education
Valdosta State University
Department Of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

The **D**ispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

The **E**quity Principle: All learners deserve high expectations and support

The **P**rocess Principle: Learning is a life-long process of development and growth.

The **O**wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

The **S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

The **I**mpact Principle: Effective practice yields evidence of learning.

The **T**echnology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

The **S**tandards Principle: Evidence based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Other readings available in Blazeview.

COURSE DESCRIPTION

Examination of research, trends and problems in early childhood education with special reference to professional ethics, professional mentoring, and the etiology of various delivery systems for early childhood education programs. Focus upon the impact of relevant federal, state or local public education issues and trends.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I.   CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

The student will:
1. use technology to assist in research related to current issues, trends and problems in contemporary early childhood education (CFS V, VI)

2. analyze, synthesize and evaluate research literature about current issues, trends, and/or problems in early childhood education (CFS I, II, III, IV, V)

3. systematically examine an issue impacting student learning and professional practice   (CFS I, II, III, IV, V, VI)

4. enhance professional writing and professional presentation skills (CFS VI)

COURSE ACTIVITIES/ASSIGNMENT /REQUIREMENTS

1. Analytic Reviews*: Students will write analytic reviews of current articles from professional literature, print and electronic, as they relate to student learning and/or professional practice. One analytic review will be selected to post in the LiveText portfolio. (CO 2, 4, 5)

2. Literature Review*: Students will integrate course readings and professional practice in a literature review. The topic of the literature review will be suitable for development into an action research project related to student learning and/or professional practice. The literature review will be posted in the LiveText portfolio and a copy sent to the course instructor for assessment. (CO 2, 3, 4)

3. Issue/Trend Topic Facilitation. Students will select an ECE issue or trend for which they will research and select 3 professional writings. Writings will be made available to the group by

sending copies of the articles to the course instructor who will post them in BlazeView. The student will also prepare a PowerPoint presentation that includes 3 to 5 questions that will be used to generate discussion about the topic. The PowerPoint should be sent to the course instructor at least 2 days before it is presented in class.

4. PowerPoint/Oral Presentation of Research: Students will prepare a PowerPoint presentation related to their Literature Review and present it in class. Guidelines will be provided. (CO 5)

*Assignments 1 & 2 will be assessed in LiveText using the ECE Analytic Review and the COE Advanced Literature Review rubrics.

COURSE EVALUATION

The student may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in the work. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written and oral work will be made based upon both content and mechanics.

Assignment	Possible Points	Grading Scale		
Reviews (4@20)	80 points	A	=	293 – 325
Lit Review/Research Paper	125 points	B	=	260 – 292
Issue/Trend Facilitation	20 points	C	=	228 – 259
PowerPoint Presentation	100 points	D	=	195 – 227
Total	325 points	F	=	below 195

ATTENDANCE POLICY

Because of the nature of the course, the candidate's learning will be positively impacted through participation in class activities. Therefore, regular attendance is crucial. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. A candidate who misses more than 20% of the class meetings (class meetings are defined as meetings both on and off campus) will receive an automatic grade of "F."

PROFESSIONALISM

Candidates are expected to conduct themselves in a professional manner at all times. Assignments should be submitted on the date indicated on the course schedule. Late assignments are not accepted. Cell phone use is restricted to appropriate uses related to research and assignments related to course materials.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the

components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access

Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR
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                        Tuesday – 9:30 am – 12:30 pm
                        Wednesday – 9:30 am – 11:00 am