



## COURSE INFORMATION

<b>Course Title</b>	<b>Ethical and Professional Standards</b>						
<b>Course Code</b>	<b>EDUC 325</b>	<b>Format</b>	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Blended	<input type="checkbox"/> Traditional		
<b>Weeks</b>	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> 15	<input type="checkbox"/> Other	<b>Credit(s)</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

## COURSE DESCRIPTION

This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. Participants will examine the beliefs that will provide a foundation for the development of a professional approach to ethics, as well as expand the knowledge, skills and attitudes regarding ethical behavior and decisions. Emphasis will be placed on leadership development within the field of early childhood education.

## LEARNING OBJECTIVES (LO)

*The student will be able to...*

<b>LO #</b>	<b>Objective</b>
<b>1</b>	Compare personal and professional values and ethics.
<b>2</b>	Explain the importance of ethics and values in Early Childhood Education.
<b>3</b>	Examine and outline major historical milestones in ethics and analyze their impact on modern-day ethics.
<b>4</b>	Apply the NAEYC Code of Ethical Conduct to real-world ethical dilemmas in your personal, professional, and academic realms.

## REQUIRED TEXTS

<b>Name</b>	<b>Link/File Name</b>
NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education	<a href="https://www.naeyc.org/resources/position-statements/ethical-conduct">https://www.naeyc.org/resources/position-statements/ethical-conduct</a>

## RECOMMENDED TEXTS

<b>Name</b>	<b>Link/File Name</b>
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NAEYC Code of Ethical Conduct and the Companion Resource Activity Sourcebook.	
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## GRADING OVERVIEW & SCHEME

Categories	Percentage Totals
Blog Posts	50
Discussions	25
Assignments	20
Final Project	5
<b>Total</b>	<b>100%</b>

	Range		Range		Range		Range
<b>A</b>	95-100	<b>B</b>	82-86	<b>C</b>	73-75	<b>D</b>	62-65
<b>A-</b>	90-94	<b>B-</b>	79-81	<b>C-</b>	70-72	<b>D-</b>	59-61
<b>B+</b>	87-89	<b>C+</b>	76-78	<b>D+</b>	66-69	<b>F</b>	58 and below

## COURSE SCHEDULE

Week	Activity Titles
1	Discussion: Introductory Icebreaker Assignment: Create Your Code Discussion: Blog 1
2	Discussion: Where do you fit? Discussion: Blog 2 Assignment: Create Your Own Timeline
3	Assignment: Comparing Codes Discussion: Blog 3 Discussion: Why is it fuzzy?
4	Assignment: Theorist Paper Discussion: Blog 4 Discussion: The Application
5	Discussion: Empathy Discussion: Blog 5 Assignment: Comparing Codes
6	Discussion: The Tale of Two Families Discussion: Blog 6
7	Discussion: It's a Beautiful Day in the Neighborhood Discussion: Blog 7 Assignment: Comparing Codes
8	Discussion: Resilience Discussion: Blog 8 Assignment: Current Events
9	Assignment: Research and Create Discussion: Blog 9 Assignment: Comparing Codes
10	Assignment: Interview a Family Member Discussion: Blog 10 Discussion: Interview Yourself
11	Discussion: Intersection Between Social Work & Early Childhood Dev. Discussion: Blog 11 Assignment: Comparing the Codes
12	Assignment: Research and Create Discussion: Blog 12 Discussion: Ethics in the Real World
13	Discussion: Case Study 1 Discussion: Blog 13 Assignment: Case Study: The Resolution
14	Discussion: Case Study 2 Assignment: Case Study: The Resolution Assignment: Prepare Final Project
15	Assignment: Letter to Your Future Self Assignment: Final Project

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## ONLINE COURSE FORMAT

The format for this class will be consistent with adult learning practice and is based on the exchange of knowledge, experience, and skills between students and instructor. The instructor will serve as a facilitator for discussions and practical exercises engaged in by the participants. Classes will be interactive, thought provoking and participatory. This course will communicate via Brightspace ONLY. You will be expected to post course assignments and participate in forums (often referred to as “threaded discussions”) online. Assignments are meant to engage students in a way that requires thoughtful research and analysis rather than “reporting” information.

## ATTENDANCE POLICY

Students are expected to attend classes; for online and blended courses, participate in weekly activities. In some circumstances, a student may be absent from classes for College-excused absences noted below. Beyond those College-excused absences, each instructor has the freedom to set a specific attendance policy for his or her class and is responsible for communicating that policy to class members via the syllabus.

If a student misses a class meeting or does not complete required activities in a blended or online class for any reason, including illness, emergency, or College-excused absences, he or she is still responsible for the material covered and any assignments due.

Faculty are required to report student attendance for face-to-face courses and engagement in online or hybrid courses at the beginning of the semester and again as part of mid-term grading. Financial Aid will only be disbursed after a student satisfies the following attendance expectation as reported by faculty at the beginning of the semester:

- For face-to-face courses, a student must be present in the classroom to be considered as “attending”.
- For online courses, a student who has completed the required online activities is considered as “attending”.
- For blended courses (which consist of a combination of online and face-to-face sessions), completion of online activities and/or attendance of the in-class meeting is considered as “attending”.

Federal regulations require Springfield College to accurately track students who may or will be withdrawing from courses or from the College. ***Therefore, if at any point during the semester, a student stops regularly attending a face-to-face course or stops completing required online activities in a blended or online course, faculty are required to immediately notify the Registrar’s Office.***

## ABSENCES DUE TO ILLNESS OR EMERGENCY

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email, through the LMS and/or via phone. Students

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should ask about options for obtaining missed material and whether it is possible to make up missed work. In the event of an extended illness or emergency, students should also notify the Dean of Students ([studentaffairs@springfield.edu](mailto:studentaffairs@springfield.edu) or 413-738-3922).

## **COLLEGE-EXCUSED ABSENCES**

The following situations should be recognized as College-excused absences from class:

1. Participation in an intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletics website.
2. Participation in a scheduled College curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

In order to be considered as excused, the student follows the guidelines listed below:

- For intercollegiate athletics or other scheduled curricular or co-curricular activities, the student must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or drop or withdraw from the course.
- The student should arrange in advance of the absence for the make-up of any work that will be missed and for submission of any assignments due.
- The student should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a co-curricular activity mid-semester) and provide documentation if requested. Again, the impact of the absence(s) must be discussed with the instructor.

If possible, the instructor should allow the student to make up the class work or complete an alternative assignment.

## **ASSIGNMENT SCHEDULE & DUE DATES**

The Learning Management System "Server Time" is set to Eastern Standard Time (EST). Therefore, the deadline for activities found in this syllabus is based on EST. Please pay close attention to your time management to prevent late submissions.

**Original discussion posts should be posted no later than Thursday of the online week with all remaining activities due by the last day of the online week (Sunday).**

A course week is defined as Monday morning beginning at 12:01 am EST and concluding on the following Sunday at 11:59 pm EST.

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## **PARTICIPATION**

After the first two weeks of the term, student participation in online activities and face-to-face class sessions will count significantly toward the grade but will not be recorded as attendance. Students can only earn points for academic work that the class completed during the face-to-face class meetings or during a weekly period of online activities and must be engaged in the activities during the time-frame specified by the instructor.

## **COURSE PARTICIPATION**

### *Definition of Online Class Participation*

- The success of your learning experience in online discussion is dependent on the active participation of all students. Therefore, it is imperative that you enter each discussion link prepared to participate in the class discussions, which requires that you not only post your responses to the questions in a timely manner allowing time for others to respond, but you must also respond/react/provide substantive feedback to other's postings.
- It should be noted that not all engagement in class discussions constitutes substantive class participation. Class participation in an online environment is characterized by the following:
  - Connects personal experiences to the concepts being studied, gives an orderly, brief version of the experience, with a point that is stated clearly;
  - Avoids repeating points made by others;
  - Shows evidence of having completed, understood, and applied the reading for the course;
  - Incorporates shared ideas to create an understanding of the concept under discussion;
  - Poses real-life questions or challenges that spring from the discussion and attempts to shape an informed conclusion.

## **GRADING**

This course will use a weighted grade book.

- A weighted grade book will have different categories (i.e. Discussions or Assignments).
- Each category will be worth a certain percentage of your total overall grade.
- Within each category, there will be a certain number of activities. For example, there will be a certain number of discussions in your discussion category which make up a specific percentage of your total grade.

To see how your grades are weighted and to see how many activities make up each category for this course, please view Grades within your Brightspace classroom.

- To see view your syllabus, please navigate to "Content" > "Start Here" > "Course Info & Syllabus."
- To view your grade book, please navigate to "Grades" on the menu at the top of the screen.

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- In the Grades section of your Brightspace classroom, you will notice each task is worth 100 points. Please note 100 points is weighted differently based on the category.

## **ACADEMIC ASSISTANCE**

A wide variety of academic assistance is offered through the **Academic Success Center** in the Harold C. Smith Learning Commons, Suite 300 (3rd floor). To contact the ASC, please call 413-748-3389 or email [asc@springfield.edu](mailto:asc@springfield.edu). During the fall and spring semesters, the ASC is open Monday-Thursday, 9am-9pm; Friday, 9am-3pm; and Sunday, 4-9pm:

### **Disability & Accessibility Services**

- [Disability & Accessibility Services](#) works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College. To schedule an appointment or request accommodations, please contact the ASC by calling 413-748-3389, emailing [ASC@springfield.edu](mailto:ASC@springfield.edu), or stopping by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

### **Tutorial Services**

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.

### **Academic Coaching Program**

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.
- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

### **MTEL Assistance Program**

- The [MTEL Assistance Program](#) provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

## **DISABILITY-RELATED ACCOMMODATIONS**

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities), please contact the Academic Success Center's [Disability & Accessibility Services](#). They will work with you on an individualized, case-by-case basis to determine eligibility and develop an appropriate accommodation plan. To schedule an appointment, please call 413-748-3389, email [ASC@springfield.edu](mailto:ASC@springfield.edu), or stop by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

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Please note: it is your responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations **in advance** each semester and/or as needed. Accommodations cannot be provided retroactively.

This class may be recorded or transcribed if an enrolled student has been approved for this service as an academic accommodation by the Academic Success Center's Disability & Accessibility Services. Recordings are for the approved student's individual access only, and are not to be shared, copied, or distributed to others. For questions or concerns about acceptable use, please contact the Academic Success Center: 413-748-3389, [asc@springfield.edu](mailto:asc@springfield.edu), or Learning Commons 300.

## **ACADEMIC HONESTY AND INTEGRITY POLICY**

### **BASIC POLICY**

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

For the more information, please review the entire Academic Honesty and Integrity Policy here:

[http://catalog.springfield.edu/content.php?catoid=77&navoid=2086#acad\\_hone\\_and\\_int\\_e\\_poli](http://catalog.springfield.edu/content.php?catoid=77&navoid=2086#acad_hone_and_int_e_poli)



## RUBRICS

Discussion Board Rubric					
	Proficient (25-22 points)	Satisfactory (21-19 points)	Needs Improvement (18-17 points)	Unsatisfactory (16-0 points)	Score
<b>Timeliness of original response</b>	Original post submitted on time.	Original post 1 day late.	Original post submitted 2 days late.	Original post not submitted for this assignment or 3 days late.	<b>/25</b>
<b>Original post topic &amp; justification</b>	Consistently addressed topic included a clear and relevant focus on discussions prompts and provoked further discussion among peers. Relevant justification to support topic was consistently provided.	Addressed topic, included a clear and relevant focus on discussions prompts and provoked further discussion among peers most of the time. Relevant justification to support topic was provided most of the time.	Addressed topic, included a clear and relevant focus on discussions prompts and provoked further discussion among peers some of the time. Support of the topic was provided some of the time but lacked relevant justification.	Did not address the topic, did not include a clear and relevant focus on discussions prompts and did not provoke further discussion among peers. Support of topic and justification was not provided.	<b>/25</b>
<b>Peer responses</b>	Met number of peer response(s) and consistently furthered the relevant discussion of peer posts. Peer response(s) were posted on time.	Met number of peer response(s) and furthered the relevant discussion of peer posts most of the time. Peer response(s) were posted on time.	Met number of peer response(s) but did not consistently further the relevant discussion of peer posts. Peer response(s) were posted on time.	Did not meet the number of peer response(s) and did not attempt to further the relevant discussion of peer posts. Peer response(s) were not posted on time.	<b>/25</b>
<b>Grammar, punctuation, and spelling</b>	Minimal or no spelling, grammar, or punctuation errors.	A few spelling, grammar, or punctuation errors.	Some spelling, grammar, or punctuation errors.	Numerous spelling, grammar, or punctuation errors.	<b>/25</b>
					<b>/100</b>

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<b>Written Assignment Rubric</b>					
	<b>Proficient (25-22 points)</b>	<b>Satisfactory (21-19 points)</b>	<b>Needs Improvement (18-17 points)</b>	<b>Unsatisfactory (16-0 points)</b>	<b>Score</b>
<b>Quality Content &amp; Development</b>	Content indicated synthesis of ideas, in-depth analysis and evidence of original thought and support for the topic. Main points were well developed and revealed a high degree of critical thinking.	Content indicated original thinking and developed ideas with sufficient and firm evidence. Main points were developed and revealed critical thinking.	Content indicated some original thinking and reasoning. Main points were present with limited detail and development. Some critical thinking was present.	Content showed little to no original thinking and reasoning. Most ideas were underdeveloped and unoriginal. Main points lacked detailed development. Ideas were vague with little evidence of critical thinking.	<b>/25</b>
<b>Course Content Connection &amp; Analysis</b>	Assignment demonstrated mastery of content and made numerous/rich connections to terms and ideas presented in the course. Writing included a deep level of analysis and reflection on the material.	Assignment demonstrated comprehension of content and made several/useful connections to terms and ideas presented in the course. Writing included a satisfactory level of analysis and reflection on the material.	Assignment demonstrated some engagement with content and made a few connections to terms and ideas presented in the course. Writing included minimal analysis and reflection on the material.	Assignment demonstrated a lack of engagement with content and made no or strained connections to terms and ideas presented in the course. Writing included little to no analysis and reflection on the material.	<b>/25</b>
<b>Organization</b>	Writing showed high degree of attention to logic and reasoning of points. The assignment clearly led to the conclusion and provoked further thought regarding the topic.	Writing was coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall conclusion of ideas was present.	Writing was coherent and logically organized some of the time. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout assignment.	Writing lacked logical organization and showed minimal coherence. No clear direction to the conclusion.	<b>/25</b>
<b>Grammar, punctuation, spelling, and APA formatting</b>	Minimal or no spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is under 20%.	A few spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is under 20%.	Some spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is over 20% or no Grammarly report is submitted.	Numerous spelling, grammar, punctuation, or APA formatting errors. No Grammarly report is submitted.	<b>/25</b>
					<b>/100</b>

**\*Please note, this document may be subject to change.**

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