

<b>5. Professionalism</b>			
<b>Programs prepare early childhood professionals who: All Ede Courses thru Program Ede 440: Portfolio, Reflections on presentations of lessons</b>			
<b>5.1 Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals ) as a basis for program planning, modification and continuing professional development.</b>	Ede 221, 223, 225, 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences. Reflection on best practices in developmental, curricular, behavioral, assessment, diversity and inclusion domains occurs in related classes.
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom Reflection focuses on development, diversity and inclusion.
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center. Reflection focus on curriculum, development, diversity and inclusion.
	Ede 227, (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms. Reflection (Ede 227) focus on behavior, assessment and curriculum.
	Ede 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 321, 323:</b> Observation & participation in K-3 inclusionary classrooms. Reflection focus (Ede 321, 323) on best practices in developmental, curricular, behavioral, assessment, diversity and inclusion domains occurs in related classes. in all. Self-reflection increases as students begin to take over more and more responsibilities.
	Ede 230, 300		<b>Ede 230:</b> Journal of field experiences. Reflection focus on development, diversity and inclusion.
	Ede 231		<b>Ede 231:</b> Journal of field experiences. Reflection focus on curriculum, development, diversity and inclusion.
	Ede 301		<b>Ede 301:</b> Students articulate their philosophy of education in the context of humanism, behaviorism, constructivism, etc. Journal of field experiences. Reflection focus on development, diversity and inclusion.
	Ede 302		<b>Ede 302:</b> Students articulate their philosophy of behavior management in the context of humanism, behaviorism, constructivism, etc. Journal of field experiences. Reflection (Ede 227) focus on behavior, assessment and curriculum
	Ede 303		<b>Ede 303:</b> Self assess and discuss with CT children’s involvement, response to pre-school unit presented.
	Ede 307		<b>Ede 307::</b> Summary of observation of SPL in clinical and classroom environment
	Ede 315		<b>Ede 315:</b> Journal of field experiences. Reflection focus on development, diversity and inclusion.
	Ede 317		

Ede 401		<b>Ede 401:</b> Summarize and reflect on attendance at IAT, IEP, parent-teacher conferences in light of parental rights and involvement in decision-making process.
Ede 464		<b>Ede 464:</b> Self assess and discuss with CT children's involvement, and response to primary unit presented.
<b><i>EDE CLASSES</i></b>		
Ed 311	1,2,3,4,5,6	<b>Ed 311:</b> Redesign classroom & paper
Ed 315		
Ed 316		<b>Ed 316:</b> Case study; Read and interpret literacy, helping children construct meaning, culture in school learning, participate in dialogue circle activities
Ed 317	1,2,4	<b>Ed 317:</b> Plan, Teach, and evaluate your own performance on a lesson, mini-case study
Ed 327	1,2,3,4,5,6	<b>ED 327:</b> Create a webpage that informs and contains links to professional organizations for continuing development
Ed 407	1,2,4	<b>Ed 407:</b> 3 Lessons for teaching are with self-evaluation
Ed 411		
Ed 417		
<b><i>EDS CLASSES</i></b>		
Eds 459		<b>EDS 459:</b> Learning Log

<b>5.2 Demonstrate an understanding of conditions of children, families, and professionals ; current educational, social and medical issues and trends; legal issues; and legislation and other public policies affecting children, families in the field of early childhood, early childhood special education and special education.</b>	Ede 221, 223, 225, 227, 321, 323(practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences.	
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom	
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center	
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms	
	Ede 230			
	Ede 231			
	Ede 300			
	Ede 301			
	Ede 302			
	Ede 303			
	Ede 307			
	Ede 315	1,2,3,5	<b>Ede 315:</b> Become aware of the basic ideas behind the major federal and state laws and court cases as related to identification of and services to children with special needs and their families (P191-230, 93-380, 94-142, PL98-199, 101-476 (EHA), IDEA, Section 504, ADA, FHAA, and various state and federal program, such as SSI, DDA, TRAIDA, Medicare, Medicaid, ADC, Title I, etc.).	
	Ede 317			
	Ede 401	3,6,	<b>Ede 401:</b> Guest speaker/child abuse, planning in an inclusive manner	
	Ede 440		<b>Ede 230, 440, 315, 401:</b> Read and discuss recent journal and on-line articles on specific topics.	
	Ede 464			
	<b>ED CLASSES</b>			
	Ed 311, 315 316, 317, 327, 407, 411, 417	1,2	<b>Ed 311, 315 316, 317, 327, 407, 411, 417:</b> Support LRE, inclusion and curricular modification in the classroom.	
	<b>EDS CLASSES</b>			
	Eds 459			

<b>5.3 Demonstrate an understanding of multiple historical, philosophical, &amp; social foundations for young children with &amp; without special needs &amp; how these foundation influence current thought &amp; practice.</b>	Ede 221, 223, 225, 227, 321, 323(practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences.
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms
	Ede 230	1,3,5,6	<b>Ede 230:</b> Discussion of Dev. of Ed in USA, ECE Develop, Special programs of Reggio Emilia /high scope, etc.
	Ede 231		
	Ede 300		
	Ede 301		
	Ede 302		
	Ede 303		
	Ede 307		
	Ede 315		<b>Ede 315:</b> Trace the historical view of people with disabilities from middle ages to today. How has this view been reflected in the educational arena? Research and report on cultural factors related to view point of family and society regarding acceptance and treatment of people with special needs. Read and discuss position statements of NAEYC
	Ede 317		
	Ede 401		
	Ede 464		
	<b>ED CLASSES</b>		
Ed 311, 315 316, 317, 327, 407, 411, 417	1,2	<b>Ed 311, 315 316, 317, 327, 407, 411, 417:</b> Support LRE, inclusion and curricular modification in the classroom.	
<b>EDS CLASSES</b>			
Eds 459			

<b>5.4 Demonstrate awareness of and commitment to the profession's Code of Ethical Conduct.</b>	Ede 221, 223, 225, 227, 321, 323(practicum)	5	<b>Ede 221, 223, 225, 227, 321, 323:</b> Participation in professional development, inservice , workshops supplied to school system.	
	All ECE Classes	5,	<b>All ECE Classes:</b> discussion, reflection of NAEYC / CEC/DEC Codes of Ethics	
	Ede 231	5	<b>Ede 231:</b> Focus on Developmentally Appropriate curriculum, individuality, diversity, inclusion, involvement of parents in curricular decisions.	
	Ede 300	5	<b>Ede 300:</b> Focus on individuality, diversity, inclusion, involvement of parents in curricular decisions.	
	Ede 301	5	<b>Ede 301:</b> Focus on Development and curricular implications	
	Ede 302	5	<b>Ede 302:</b> Focus on individual rights and behavior management, and developmentally appropriate expectations for young children	
	Ede 303	5	<b>Ede 303:</b> Focus on individual rights and developmentally appropriate expectations for young children	
	Ede 307	5	<b>Ede 307:</b> Focus on respect for individual's home language and developmental level of growth.	
	Ede 315	5	<b>Ede 315:</b> Focus on individuality, diversity, inclusion, involvement of parents in curricular decisions.	
	Ede 317	5	<b>Ede 317:</b> Focus on modification of individual's curriculum to meet needs of children	
	Ede 401	5	<b>Ede 401:</b> Focus on individuality, family diversity, and involvement of parents in curricular decisions.	
	Ede 419, 440	5	<b>Ede 419/440:</b> Ethical professional responsibilities of an educator.	
	Ede 464	5	<b>Ede 464:</b> Focus on culturally-reponsive assessment, rules and regs for individuals with special needs	
	<b>ED CLASSES</b>			
	Ed 311, 315 316, 317, 327, 407, 411, 417	5	<b>Ed 311, 315 316, 317, 327, 407, 411, 417:</b> Respect for NAEYC and CC/DEC guidelines in preparation of Early Childhood Educators.	
<b>EDS CLASSES</b>				
Ede 459		<b>Ede 401/EDS 459:</b> Ethical professional; interactions with parents and families		

<b>5.5 Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, research, organizations, resources, and experiences to inform and improve practice.</b>	All Ede Courses	1,2,3,4,5	<b>All Courses:</b> Students are required to locate and read current professional literature from a variety of sources, compilation of literature (Dushkin's Annual Editions), on-line journals (ERIC documents), and periodicals, such as Young Children, Young Exceptional Children, Early Childhood Educator, etc.	
	Ede 230	5	<b>Ede 230:</b> Readings Focus on various philosophies of ECE, ethics, and recent topics of discussion, such as multi-age teaching, looping, etc.	
	Ede 231	5	<b>Ede 231:</b> Readings Focus on various philosophies of ECE at the preschool level including pros and cons of daycare and recent topics of discussion, such as multi-age teaching, looping, etc.	
	Ede 300	5	<b>Ede 300:</b> Readings Focus on multi-cultural topics such as anti-bias curriculum, self esteem, etc., .	
	Ede 301	5	<b>Ede 301:</b> Readings focus on developmental issues, cultural variations, multiple intelligences, learning styles, brain research.	
	Ede 302	5	<b>Ede 302:</b> Readings focus on behavioral issues, various philosophies and alternate philosophies appropriate for young children	
	Ede 303	5	<b>Ede 303:</b> Readings focus on play, social interaction and language development in young children	
	Ede 307	5	<b>Ede 307:</b> Readings focus on language development, communication disorders, fostering social interaction among young children	
	Ede 315	5	<b>Ede 315:</b> Readings focus on legal ramification of mandate to supply FAE for all children, learning styles, multiple intelligences.	
	Ede 317	5	<b>Ede 317:</b> Readings focus on modification of curriculum to meet the educational, social, communicative, needs of young children	
	Ede 401	5	<b>Ede 401:</b> Readings focus on family interactions, parental rights, community services,	
	Ede 419	5		
	Ede 440	5	<b>Ede 440:</b> Readings focus on professional and ethical obligations of Early Childhood Educators	
	Ede 464	5	<b>Ede 464:</b> Readings focus on assessment issues, various philosophies of testing, alternate testing formats such as performance assessment and portfolio assessment appropriate for young children	
	<b>ED CLASSES</b>			
	Ed 311			
Ed 315	5		<b>Ed315:</b> Mini-case study (maybe stretching from instruction viewpoint)	
Ed 316			<b>Ed 316:</b> Case study, collaborative literature-based unit,	

	Ed 317	1,2	<b>Ed317:</b> Create a bibliography for a concept, Mini-case study, Ohio Reads Tutor or Teacher Interview
	Ed 327		
	Ed 407	1,2,4	<b>Ed407:</b> Review 3 sets of materials
	Ed 411		
	Ed 417		
	<b>EDS CLASSES</b>		
	Eds 459		<b>EDS 459:</b> Collaboration Group Project
<b>5.6 Establish and maintain positive, collaborative relationships with colleagues, other professionals, and families and work effect-timely as a member of a professional team.</b>	Ede 221,223,225, 227, 321,323 (practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences.
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms
	All Ece & Ed and Eds classes	5	<b>All Ece classes:</b> Group Collaborative Activities and projects; Discussion of Case studies; Monitor professional interaction in field experience site.

<b>5.7 Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for educators.</b>	Ede 221,223,225, 227, 321,323 (practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences.	
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom	
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center	
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms	
	Ede 230, 231, 300, 301, 302, 303, 307, 315	5,6	<b>Ede 230:</b> Aware of support groups, work of NAEYC, CEC, and Children's Defense Fund: In groups, students review Public Laws, governmental programs for families and individuals who qualify.	
	Ede 315	5,6	<b>Ede 315:</b> In groups, students review Public Laws, governmental programs for families and individuals who qualify	
	Ede 317			
	Ede 401			
	Ede 419			
	Ede 440	5,6	<b>Ede 440:</b> Aware of support groups, work of NAEYC, CEC, Children's Defense Fund.	
	Ede 464	5,6		
	<b>ED CLASSES</b>			
	Ed 311, 315 316, 317, 327, 407, 411, 417	5	<b>Ed 311, 315 316, 317, 327, 407, 411, 417:</b> Respect for NAEYC and CC/DEC guidelines in preparation of Early Childhood Educators.	
	<b>EDS CLASSES</b>			
Ede 459		<b>EDS 459:</b> Collaborative Profile, Learning Log, and Collaboration. Group Project		

<b>5.8 Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation</b>	Ede 221, 223, 225, 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Ede 221, 223, 225, 227, 321, 323:</b> Students participate in six field placements in addition to student teaching. Placements for each student include an age range of pre-school through 3 <sup>rd</sup> grade and include urban, small city, and suburban experiences.	
	Ede 221, 223 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 221 &amp; 225:</b> Observation & participation in K-3 inclusionary classroom	
	Ede 225 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 225:</b> Observation & participation in preschool programs in NAEYC approved childcare facility or Early Childhood Center	
	Ede 227, 321, 323 (practicum)	1,2,3,4,5,6	<b>Focus of Ede 227, 321, 323:</b> Observation & participation in K-3 inclusionary classrooms	
	Ede 230	5	<b>Ede 230:</b> Class discussion, Lectures by school principal and various grade level teachers	
	Ede 231	5	<b>Ede 231:</b> Class discussion, Guest lecturer- preschool facility administrator	
	Ede 300			
	Ede 301			
	Ede 302			
	Ede 303			
	Ede 307			
	Ede 315	1,3,5	<b>Ede 315:</b> Discuss legal requirements and acceptance of children with special needs in a public preschool or day care.	
	Ede 317			
	Ede 401	1,3,5	<b>Ede 401:</b> Panel Discussion consisting of administration of private and corporate day care and NAEYC review	
	Ede 419			
	Ede 440			
	Ede 464			
	<b>ED CLASSES</b>			
	Ed 311, 315 316, 317, 327, 407, 411, 417	5	<b>Ed 311, 315 316, 317, 327, 407, 411, 417:</b> Respect for NAEYC and CC/DEC guidelines in preparation of Early Childhood Educators.	
	<b>EDS CLASSES</b>			
Eds 459				