

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
TLLSC: TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES

ECSE Sequence 4

TLSC 252:

Foundations, Settings, and Standards of Effective Early Childhood Education
SPRING SESSION 2022, WEEKS 1 through 4*

Instructor:	Adam S. Kennedy, Ph.D.	Time:	MWF, 8:10AM – 12:40 PM
Phone:	312/915/6857	Classroom:	online to Jan 31/then: CLC 303
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Cell:	REDACTED	Office:	WTC, Lewis Towers 1118

***with additional ongoing assignments in subsequence weeks**

**Virtual Office Hours: These will be scheduled as needed. There will be plenty of time for one-on-one support given that this group meets for 13.5 hours each week.

Responsiveness: Once the semester starts, I try to respond to emails within 48 hours and have assignments graded within one week. Some assignments require near immediate feedback and this will be provided. See calendar for details.

Group or Class MTGS: details on class meetings, due dates, readings, assignment timelines, etc., are all included on the sequence calendar in Sakai.

Module Description

TLSC 252 is an exploration of contemporary issues in early childhood programs for young children (both typically developing and those with disabilities and unique learning needs) aged birth to eight and their families. In this module, candidates will investigate the interlaced professions of early childhood education, early intervention, and early childhood special education. By learning about and visiting diverse settings in which EC services are delivered, candidates gain an overview of early education, experience a variety of program models/types, and learn standards of ethical behavior and practice. This module includes three days of immersion in diverse early childhood sites: a public school offering Head Start and programming for preschoolers with autism, a non-profit agency providing comprehensive services for infants, toddlers, and preschoolers with special needs and their families, and a specialized school for children who require intensive supports.

This module also provides a framework for studying the physical, cognitive, social, and emotional development of children birth through age three. Candidates learn milestones in each area of development in the first five years of life and learn to recognize typical and atypical development in young children. The relationship between genetics, environmental factors, and biological development will be considered. The use of observation skills to assess young children's development will be practiced, as well as applying developmental assessment to activity/lesson planning.

Finally, this module is designed to address required areas of competency in early intervention. It specifically addresses contexts and standards of practice for working with children and families within their communities. Teacher candidates will develop skills in understanding the role and mission of early childhood educators across many contexts, all through supervised experiences at partner sites that with include those serving infants and toddlers with special needs.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Essential questions regarding early childhood education explored in TLSC 252

1. How do historical, philosophical, legal, and empirical factors influence the education of young children? (ECSE: 11A, 11B, 11C, 11K, 11R—ECE 17G, NAEYC: 6d)
2. What are some examples of early childhood service delivery models, and approaches to collaborative assessment and instruction? (ECSE: 5D, ECE 11C, 12A, NAEYC: 4b)
3. How might relevant professional organizations, publications, and resources for professional development positively influence the work of early childhood educators? (ECSE: ECE: 17E, NAEYC: 6a, 6b)
4. How do standards of practice guide the work of early educators across a wide variety of educational settings?
5. What are the outcomes of early education? How do professionals in birth to three, preschool, and early elementary school conceptualize their role as ‘effective’ educators?
6. What are the benefits and challenges of inclusive programming for young children with special needs? (ECSE: 5D, ECE: 11E, 12A, NAEYC: 4b, 4c)
7. How do early childhood educators demonstrate an attitude that affirms and respects family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)
8. How do early educators affirm and respect family, cultural, and linguistic diversity? (ECSE: 3B, 11F, ECE 9B, 9C, NAEYC: 2a)

Expected child development outcomes from TLSC 252 (with associated IL ECE and ECSE standards):

Developmental sequence:

1. Describe the phases of prenatal and postnatal development, including the influences of teratogens, maternal factors, health care, and childbirth. (NAEYC 1)
2. Cite major milestones of physical, cognitive, language, social, and emotional development from birth to age 8. (ECSE 2A, 2B, 2E; ECE 8A, 8D; NAEYC 1)
3. Explain the strengths, limitations, historical contexts, and interrelationships of notable theories of child development, including those of Erikson, Freud, Piaget, Bandura, Vygotsky, key behaviorists, and others. (ECSE 2E, 2F; ECE 8A, 8D, 8F, 8G, 9C; NAEYC 1)

Contextual factors:

1. Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. (ECE 6A, 8F, 8G, 8H)
2. Identify personal and family characteristics, social relationships, and community factors that may protect young children from the effects of stress and environmental risks by increasing resiliency. (ECSE 2C; ECE 6A, 8F, 8G)
3. Utilize the lens of culture to examine issues affecting families of young children, including reproductive choices, child rearing practices, and reactions to disability. (ECSE 3B, 3C; ECE 9C)

4. Apply developmental theory in the interest of social justice by attempting to better understand the needs of children in oppressed minority groups (including young children from immigrant families, children living in poverty, etc.). (ECSE 3B, 3C; ECE8D, 8F, 9C; NAEYC 1)

Exceptionality:

1. Recognize both the characteristics and diversity of children with exceptional needs, and practice individualized decision-making as the core of planning developmentally appropriate learning activities for young exceptional children. (ECSE 2D, 2H, 3A)

2. Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on educational planning (ECSE 2H)

3. Describe the ways in which child characteristics and environmental factors interact to alter developmental trajectories. (ECSE 2A, 9A)

Observing development and conducting research:

Recognize appropriate methods for collecting data on children's development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B; ECE 11A; NAEYC 3)

This course has also been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

3. Observing, Documenting, and Assessing To Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

5. Becoming a professional

IDEA Objectives

This module is focused on the following competencies, and candidates will use the IDEA evaluation system at the end of Sequence 4 to determine the effectiveness of the module (and its instructor) in addressing these skills:

1. Gaining factual knowledge (terminology, classifications, methods, trends)

2. Developing skill in expressing oneself orally or in writing

Candidates can complete evaluations by following this link: <http://luc.edu/idea/> Proceed to the Student IDEA Log In.

The role of TLSC 252 in exploring diversity

Teacher candidates will have the opportunity to explore cultural, linguistic, ability and many other forms of diversity. They will work directly with diverse children and families to better understand the role of EC educators. They will begin to develop effective collaboration and communication skills for working with children birth to age five, as well as families. They will also apply prior learning related to families' culture and needs, and their implications for early childhood educators who are competent in addressing cultural and linguistic diversity.

Module Texts

You will need these texts for both sequences 4 and 5. Make sure you have these texts before the start of the semester – you will be responsible for completing extensive readings beginning in week 1. If you purchase older texts, keep in mind that you are solely responsible for reconciling any inconsistencies in content, as well as page and chapter numbers, since your instructor will refer to the current edition.

Berk, L. E. (8th edition is from 2015). *Infants and children: Prenatal through middle childhood*. Boston: Pearson/Allyn & Bacon.

You are free to use the 7th edition or later.

Gordon, A.M., & Browne, K.W. (10th edition is from 2016). *Beginnings and beyond: Foundations in early childhood education*. Belmont, CA Wadsworth.

You are free to use the 9th edition or later.

ECE Project (2019). *No Small Matter (film)*. Available from <https://www.nosmallmatter.com/>

You will need to rent this film during Week 1 of TLSC 252. This will cost you as little as \$3.99.

Details in Sakai Week 1 Friday.

Additional readings will be assigned and must be completed according to the sequence calendar. Many of these are already available on Sakai, with the remaining articles to be posted during the first weeks of the semester. You are responsible for completing assigned readings before their indicated date on the Sequence 4 calendar.

Expected dispositional outcomes

The following dispositions will be assessed during this module. Candidates will receive a rating of Target, Acceptable, or Unacceptable for each of the following TLLSC dispositions:

D3: Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

D6: Collecting and analyzing community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)

D11: Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)

D13: Demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
 D15: Valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

The School of Education's Conceptual Framework

"Social Action through Education" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Teacher preparation activities in the ECSE program have been designed to assist teacher candidates in taking the first steps toward embodying the principles of action toward social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this module:

Conceptual Framework Standards	Activities and Assignments
Candidates demonstrate...	
CFS1: Candidates critically evaluate current bodies of knowledge in their field.	- Discussion Sessions - Research paper -Presentations as class activities
CFS2: Candidates apply culturally responsive practices that engage diverse communities.	-Community immersion experiences that are not part of the 2021 experience
CFS3: Candidates demonstrate knowledge of ethics and social justice.	- Presentations and other activities highlighting features of underserved populations
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.	You will address this standard in other modules.

Field-based components

Please note that this module typically includes community visits to early childhood field sites. These visits are not possible during spring 2021 so efforts have been made to substitute video vignettes of

various classrooms and programs, with a full understanding that this is not the same as seeing real teachers in action in person. Fieldwork will still be critical to your work across all sequence modules.

These are some of the sites you will have later opportunities to visit once such visits are possible again.:

Single visits:

Educare, 5044 S. Wabash Ave.

Beard Elementary School, 6445 W Strong St.

Stock Elementary School, 7507 W Birchwood Ave.

Harold Washington Library Center, 400 S. State St.

Multiple visits:

Misericordia Home, 6300 N Ridge Ave.

Christopher House, 4701 N Winthrop Ave.

Please note these and their locations in order to plan ahead for transportation, etc.

Instructional Technology

Technology is an essential tool for developing your professional skills and for completing any degree program. This sequence assumes a basic and practical knowledge of technology. It assumes that candidates are proficient at word processing (including creating tables and diagrams), communicating via **Loyola Outlook e-mail, downloading Microsoft Word and Acrobat Reader files, using LUC Box and Sakai, and presenting PowerPoints and video clips**. Anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Have flash drives, various types of CDs/DVDs, and other materials ready in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments. In terms of conducting library research, it is helpful to have had experience; however, our SOE resource librarian (Tracy Ruppman) is usually more than happy to help you with this.

Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and will work with you to better understand submission requirements that are specific to courses and programs, but you will need to become familiar with this system for your present course/module.

Finally, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Assignments

Complete details on these assignments are available in Sakai.

1. Discussion sessions (assignment description in Sakai)

Each candidate will lead one 45-to-60 minute discussion session; these are held on Fridays throughout the semester. The sessions will require you to select a topic, read articles/chapters and other resources on this topic, make additional readings/resources available to the other candidates in class (this may be done via the instructor and Sakai), and then facilitating class discussion. Topics will focus on best practices, issues, and current events in ECE/ECSE and correspond to topics in our text. Note that topics and the schedule

are first come, first served. Notify me via email of your preference, including two back-ups, so that I can schedule these promptly in Week 1.

2. Research paper on models of early childhood education (assignment description in Sakai)

Candidates will choose two models (i.e., High/Scope, Waldorf, Reggio Emilia, Montessori) and compare them across several critical dimensions. Complete details for this paper are available on Sakai. Quality of writing is a key focus of grading. All papers must conform to APA guidelines with respect to formatting of in-text citations and reference lists.

3. Daily Activities (will be assigned in class and submitted to Sakai)

These will consist of the work you do to engage with the learning materials for this module. They include online activities, Panopto presentation viewing, reflections, etc. Candidates will complete these daily, on schedule. You will be evaluated based upon completeness and quality.

4. Self-Paced Quizzes (will be in Tests and Quizzes section of Sakai)

These are not *really* quizzes, because quizzes are largely ineffective and pointless. Instead, these are questions you will respond to in Sakai that focus on essential principles, theories, and milestones of early childhood development (Berk text) as well as some best practices in ECE (Gordon & Browne). Two to four quizzes will be scheduled during the module and you can complete them as you are engaged in the module's readings.

6. Professionalism

Once candidates enter field settings, expectations for professionalism are critical. They include following basic expectations for punctuality, dress/shoes, hair/nails/jewelry. More importantly, however, they address your interactions with staff, children and families and your emerging skills as an effective early childhood educator. Expectations for professionalism will be covered during the sequence.

6. Attendance

Attendance is critical to your success in this module. It is your responsibility to attend campus-based and field-based sessions, arriving and departing at the appropriate times. While it is helpful to know if you must miss a class, missed classes or tardiness will still result in point deductions for both attendance and participation. Any absence will result in loss of attendance, professionalism, AND participation points. More than one absence will result in failure of the TLSC 252.

7. Participation – in class and during DSs

Participation is more than talking in class; it involves allowing oneself to become fully engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it **or decrease it** when appropriate. The goal is not to participate all of the time; rather, to participate fully and offer thoughtful and concise input. Your instructors reserve the right to deduct points for any issues of participation. You will earn participation points for demonstrating the behaviors listed above in addition to your meaningful participation in others' Discussion Sessions. Failure to read assigned articles or to participate actively in any discussion session will result in a loss of participation and professionalism points. Another typical reason for losing substantial Participation points is using one's computer or cell phone in class.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in Digiication. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Assignments

Assignments must be submitted on the dates noted except in instances where your instructor has indicated otherwise. If an assignment must be submitted late, the instructors must be notified so that arrangements can be made with respect to how and where to turn it in. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. Point deductions will be made according to the following schedule:

- a. Up to 1 through 4 days late: 20% of points will be deducted
- b. 5 to 7 days late: 30% of points will be deducted
- c. more than 7 days late: 50% of points will be deducted

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the Publication Manual of the American Psychological Association, 5th edition except where indicated. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

Assignments for TLSC 252

Dimension	Description	Due dates	Points
Attendance	In class and field	points assigned after final 252 meeting	10
Professionalism	In class and field	points assigned after all 252 work is submitted	10
Daily Activities: Online Activities, Panoptos, Reflections, Worksheets, etc. Wk 1 video questions Wk 2 DAP Video wksht 5 Wk 2 Dev Chart 6 Wk 2 Fri TBD 3 Wk 3 Wed Chart presentation 10 Wk 3 Fri Reading response 3 Panoptos 10	Submit to Sakai for TLSC 252	Weekly, points all distributed by end of 252 meetings	40
Research Paper	Submit to Sakai for TLSC 252	Due at the end of week 5	20
Discussion Sessions	See Sakai Resources Section, submit to Sakai for TLSC 252	Due date determined by candidate topic choice - due date 1: submit draft session/PPT 1 week before DS - due date 2: share approved resources with the class 48+ hrs before DS - due date 3: submit final presentation to Sakai on the day of your DS	30
Engaged Participation - class	In class	Points assigned after final module meeting	10
Positive participation – Discussion Sessions	During Discussion Sessions	Points assigned after final Discussion Session	10
Self-Paced Quizzes	In Sakai, based upon Berk Readings	As assigned	20
TOTAL			150

Assignments and Grading

Final course grades will be assigned as follows:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

SOE Website Links You Should Know and Explore

Your ECSE Program Page:

<https://luc.edu/education/undergrad/early-childhood-special-ed/>

Introduction to TLLSC

<https://www.luc.edu/education/undergrad/tllsc/index.shtml>

Faculty Directory

<https://www.luc.edu/education/about/faculty/>

Academic Policies of the SOE

<https://www.luc.edu/education/resources/academic-policies/>

TLLSC Syllabus Statement

Academic Tutoring

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

Clinical Experiences and Course Contact Hours

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Any additional hours included in S4 are related to additional credentials beyond those offered by the SOE, including Gateways and Illinois EI Credentialing.

Please find the university policy here:

https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

Dress Code and Professional Conduct for Clinical Sites

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context. Please also ensure that you wear your Loyola student ID on a lanyard so that it is visible at all times when you are in your school site. Also ensure that you keep your mobile phone in your school bag while at the school site and do not take it out while you are in the classroom at any time.

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module does not directly address standards to build candidates' expertise for teaching ELs.

Mandated Reporting

Reach out to your professor and Dr. Cohen if you have concerns about anything you have observed regarding student safety/well-being at your sequence 1-6 school site.

Other Concerns

If you have concerns about the program, curriculum, or instruction, please talk to your instructor directly. If your concerns still linger after you have engaged in a direct discussion with your instructor, then you should contact the Teaching & Learning program chairperson at gwan1@luc.edu.

Managing Life Crisis and Finding Support

Should you encounter an unexpected crisis during the semester (i.e. securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family

emergency, etc...), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (www.luc.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>.

Accommodations

Any student registered with Student Accessibility Center (<https://www.luc.edu/sac/>) who intends on using their accommodations must provide faculty with an accommodation letter (printed or via email). While students are encouraged to provide faculty with their letter during the first two weeks of classes, students can register with SAC at any point in the semester. Accommodations are not retroactive and should be provided with advanced notice in order for faculty to facilitate accommodations. If you have any questions about how to implement accommodations in your course, please contact SAC. SAC@luc.edu or 773-508-3700

Loyola University Chicago School of Education Syllabus Addendum

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- Digication
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team

6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in Digication. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

***Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

*Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Syllabus Addendum Link

- <https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding the following:

[Academic Honesty](#)

[Accessibility](#)

[Conceptual Framework](#)

[Dispositions](#)

[Center for Student Access and Assistance \(CSAA\)](#)

[EthicsLine Reporting Hotline](#)

[Electronic Communication Policies and Guidelines](#)

[IDEA Campus Labs Link for Students](#)

[LiveText](#)

We ask that you read each policy carefully.

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Supplemental resources

- <http://www.aap.org/> The American Academy of Pediatrics is dedicated to the health of all children and committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.
- <http://www.betterbabycare.org> Better Baby Care site supports safe and healthy, family centered, and developmental care.
- <http://csefel.uiuc.edu> This project is designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children.
- www.dec-sped.org The Division of Early Childhood of the Council for Exceptional Children is the primary professional organization for early intervention and early childhood special education professionals. Upon graduation, you may choose either of those paths, so DEC's resources and recommended practices are used throughout your program.
- www.illinoisearlylearning.org The Illinois Early Learning Web site is an effective means of providing evidence-based, reliable information for parents, caregivers, and teachers of young children in the State of Illinois.
- www.isbe.net The Illinois State Board of Education website provides access to Early Learning, Early Childhood, and Special Education (provides access to Early Childhood Special Education).
- <http://education.umn.edu/icd/icdOLD//harriscenter> The Irving B. Harris Training Center for Infant and Toddler Development serves as a model for blending research with practice and policy.
- www.naeyc.org National Association for the Education of Young Children has for its purpose, "leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children."
- <http://nccic.org/> The National Child Care Information Center is a national resource that links information and people to complement, enhance, and promote the child care delivery system, working to insure that all children and families have access to high-quality comprehensive services.
- <http://www.nectac.org/default.asp> The National Early Childhood Technical Assistance Center supports the implementation of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). Their mission is to strengthen service systems to ensure that children with disabilities (birth through five) and their families receive and benefit from high quality, culturally appropriate, and family-centered supports and services.
- www.nhsa.org National Head Start Association is a private not-for-profit membership organization that provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5 and their families.
- www.nieer.org The National Institute for Early Education Research supports early childhood education initiatives by providing objective, nonpartisan information based on research.
- www.ounceofprevention.org The Ounce of Prevention was established to promote the well-being of children and adolescents by working with families, communities, and policy-makers.

- <http://www.pitc.org/> The Program for Infant/Toddler Caregivers is committed toward promoting responsive, caring relationships for infants and toddlers.
- <http://www.zerotothree.org> Zero to Three is a leading resource on the first three years of life. Its goal is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.