



Castleton University

Early Childhood Educators Institute Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

Course Title: The H.E.A.R.T. Method of Self - Care for Educators

Number of Credits: 3 graduate credits

Level: Graduate & Undergraduate

Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C06 (graduate) & EDU 4710 CFS7 (undergraduate)

Dates: July 20 – November 1, 2021.

This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom video conferencing.

Location: Online

Learning Management System or Technology Tools: Google Classroom

Instructor(s): Rebecca C. Day, M.Ed. bday8786@gmail.com 802-355-2870

Course Cost to Student: \$375 for this 3-credit course. The institute fee is \$200. Total: \$575

Course Description:

The stress of teaching has reached an all-time high in the United States. Teachers are asked to fill many roles for a school: be a teacher of content area, provide social emotional support to students, ensure all learners reach high levels of proficiency in their work, as well- being guardians to the community as stellar role models. Teachers are caring and supportive by nature and they give energy *every day* to others. Their own personal stress often goes unnoticed, by *themselves* and others. This course is specifically designed to provide educators with practical self-care strategies that can be implemented immediately.

The participants in this course will develop a thorough plan for personal self care that will focus on balancing their daily work and personal lives. The course is designed so learners can create their own learning outcomes within the realm of self care. They will be coached by the instructor in the areas of nutrition, exercise, and stress management with an emphasis on *habit change*.

The course will discuss the physiology of stress and its impact on the body; help educators identify their own beliefs that can exacerbate daily stress and most importantly help them to establish *habits for change* that will help diminish stress.

Participants through their own self growth will bring a renewed energy to their profession and their personal lives.

Audience: Birth to Pre-K

Course Goals and Objectives:

- *Understand the correlation between self care and the capacity to improve their practice as educators*
- *Understand the physiology behind stress and the impact it has on the human body*
- *Understand how to design a plan for self care that can be used daily*
- *Understand how habit change can impact their personal and professional growth*
- *Understand contemporary research as it relates to the importance of self care for all professionals and job satisfaction*

Required Readings/Texts:

Workbook: The H.E.A.R.T. Method of Self Care for Educators; Transform Yourself and Your Classroom by Rebecca C. Day

Other Suggested Readings/Texts:

Duhigg, Charles. The Power of Habit: Why We Do What We Do in Life and Business. New York: Random House Trade Paperbacks, 2014.

Assignments:

- Complete the activities in: **The H.E.A.R.T Method of Self-Care for Educators workbook**
- Identify areas of focus for change in their personal and professional lives by establishing attainable goals
- Keep a reflective journal to chronicle their personal change as it relates to coaching strategies they have experienced in the class

- Be asked to take part in - group coaching sessions with the instructor via zoom with the focus being on *habit change growth*
- Be asked to make a connection between self care strategies and teaching performance - via completing course activities and reflections
- Submit 1 final project incorporating new learning from this course. They will be required to connect reflections of their new learning to *personal or professional habit change* using cited materials from the class

Projects:

There will be one final project that you will do on your own time outside of class. It is based on the data and learnings you collect as you practice personalized self care. You will submit this by mid October.

Evaluation:

- Online Class Participation and Discussion: 40% of grade
- Class Assignments: 20% of Grade
- Final Project: 40% of grade

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/index.php>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

Transcript Request:

www.castleton.edu/transcripts