

Leadership and Professionalism in Early Childhood Education HB Course Syllabus



"The minute you make up your mind that what you do makes a difference, it will make a difference in what you do." ~H.B. Gelatt

Course Information

- A. Number: ECED 265
- B. Title: Leadership and Professionalism in Early Childhood Education
- C. Credits: Four
- D. This course is offered Spring Quarter 2013 (2014)
- E. Class Meets Face-to-Face Wednesday, April 2, April 16, April 30 (field trip), May 14, and June 4 (1:00 – 3:50). Field Trip may have an extended time.
- F. Location: Education Building Room 114 & On-line

Personal Information

- A. Instructor: Mary Rudolph
- B. Office: New Education Building Room 119
- C. Office Hours: Tuesdays, Wednesdays, and Thursdays (9:00 – 11:00)
I encourage you to call and make an appointment if these times are not convenient for you.
- D. Telephone: 275-4771
- E. E-mail: mary_rudolph@skc.edu

Required Materials

- A. Handouts from the Instructor
- B. Leading on Purpose: Emotionally Intelligent Early Childhood Administration by Holly Elissa Bruno
- C. Ethics and the Early Childhood Educator: Using the NAEYC Code by Stephanie Feeney and Nancy K. Freeman
- D. Nurture Shock: New Thinking About Children by Po Bronson & Ashley Merryman

Description

Leadership and Professionalism in Early Childhood Education introduces students to skills of effective leaders in which leadership is viewed as service: this course is developed with the belief that effective leaders serve others in a relationship-building atmosphere. Students will explore a variety of techniques that encourage the promotion of healthy lifestyles, positive relationships, interpersonal communication, and learning environments. Areas of professionalism such as upholding ethical and professional standards, engaging in advocacy for children, families, and the profession, engaging in continuous learning, integrating knowledgeable, reflective, and critical perspectives, as well as becoming involved with the early childhood field will be examined. Students will assess their leadership skills along with professionalism and develop a professional goal plan that builds on professionalism and leadership strengths as well as areas for future development.

Prerequisite: ECED 100



Rationale

"Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through emotions" (Goleman, Boyatzis, & McKee, 2002, p. 3). This course provides students with the opportunity to assess and practice their leadership skills so that they might inspire learning in their classrooms and be leaders in the field of education. As well, a high level of professionalism is required to maintain relationships with children, families, community members, and colleagues; thus, basic tenets of professionalism are explored and applied.

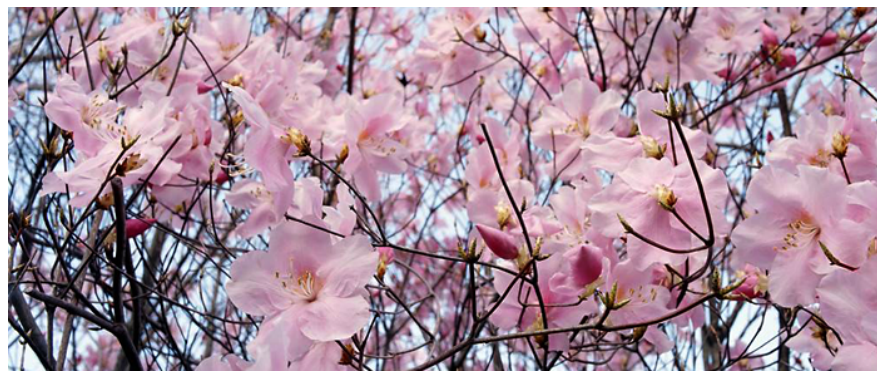
NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ECED 265.
Standard 1. Promoting child development and learning: <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>	
Standard 2. Building family and community relationships: <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i>	
Standard 3. Observing, documenting, and assessing to support young children and families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>	
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>	
Standard 5. Using Content Knowledge to Build Meaningful Curriculum: <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i>	
Standard 6. Becoming a Professional: <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>	<p>Leadership and Professional Assessment and Goal Plan.</p> <p>Case Study Analysis using NAEYC Code of Ethics.</p>

Course Objectives: Objectives are grouped according to the NAEYC standard addressed.

As a result of having taken this course students will be able to:

- A. Identify and utilize the skills for creating a learning environment. S-1; S-6
- B. Describe the four domains of emotional intelligences as they pertain to leadership. S-6
- C. Identify and utilize skills of effective leadership. S-6
- D. Students will utilize ethical standards in the field of early education to guide decisions. S-6
- E. Students will identify strategies they can use to advocate for children and families within the field of early childhood education. S-2; S-3; S-4; S-6
- F. Students will reflect on their attitudes regarding "leadership as a service." S-6



Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor such as the talking circle.

Student Objectives:

1. Students will participate in discussions, activities and reflective writings about cultural relevancy in leadership and professionalism;
2. Students will apply knowledge of cultural and linguistic diversity to create environments and experiences for children that affirm and respect each child's culture, support home-language preservation and promote anti-bias approaches and the valuing of diversity to meet the individual needs of all children, including children with special needs.

Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.



Critical Thinking

This course will encourage critical thinking skills by having students apply knowledge and information gained, by having students evaluate their skills and abilities in leadership and by having students utilize problem solving techniques to analyze case studies using ethical standards.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children, and other professionals;
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and comparing cultural issues.

Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussions. Candidates will demonstrate satisfactory writing skills through completion of course assignments.

Candidate Objectives:

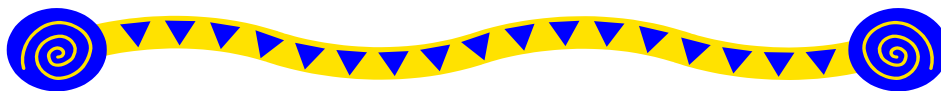
1. Demonstrate effective oral communication skills when working with young children, their families, and co-workers as well as participating in class discussions.
2. Complete a professional assessment and goal plan, autobiographical statement, and a case study analysis. The plan, autobiographical statement, and case study will demonstrate satisfactory writing skills.

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Candidate Objectives:

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Course Requirements (Purposeful and Meaningful Assignments and Assessments):

- A. Attendance and participation in face-to-face class activities and discussions.
- B. Attendance and participation in on-line activities and discussions.
- C. Three sources of continued professional development with portfolio entry slips.
- D. One typed two- page autobiographical statement including Personal Statement of Commitment and Application.
- E. Case Study Analysis (using NAEYC Code of Ethics).
- F. Weekly Reading Journal Activity Assignments.
- G. Field Trip

Credit Hours

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this four unit course, delivered over a 10 week term will approximate:

Four hours/week classroom, on-line, or direct faculty instruction

In addition out-of-class student work will approximate a minimum of eight hours each week.

Grading System

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:

Grading System

Attendance and participation in face-to-face class activities and discussions... (5x20).....	100 (17%)
Attendance and participation in on-line activities and discussions..... (5x25).....	125 (21%)
Three sources of continued professional development with portfolio entry slips... (3x15)....	45 (8%)
*Autobiographical statement (including Personal Statement of Commitment and Application)....	50 (8%)
*Case Study Analysis (using NAEYC Code of Ethics).....	50 (8%)
Weekly Reading Journal Activity Assignments..... (9x20).....	180 (30%)
Field Trip & Summary Packet.....	50 (8%)

Total: 600 pts.

**** Portfolio requirements**

***Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

GRADING

Grading will be based on the percentage of total points earned for course assignments. Students will not be graded on a curve.

A=90-100%	540 - 600
B=80-89%	480 - 539
C=70-79%	420 - 479
D=60-69%	360 - 419
F=59-0%	Below 360

All assignments are due on their due date. Failure to participate and present assignments on their due date will be considered late assignments. Late assignments will not receive full credit. 35% will be deducted on all late assignments.

No late assignments accepted after the last day of class.



ATTENDANCE POLICY

The weekly and/or on-line class meetings are highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend and participate in all class sessions. Attendance and participation is awarded for in-class and on-line participation. An opportunity for make-up work is provided on a limited and individual basis for emergency situations. Group assignments or reaction papers (in-class assignments) completed in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. Arriving late for face-to-face class meetings or leaving before class is dismissed will result in a significant loss of points (after 30 minutes you will not receive any attendance points for that class). (0-10 minutes = minus 0 pts., 11-15 minutes = minus 2 pts., 16-20 minutes = minus 4 pts., 21-25 minutes = minus 6 pts., 26-30 minutes = minus 8 pts., 31 minutes or more = loss of all points). Students must be in class or on-line to complete and present assignments on the day they are due.

Reasonable Accommodation

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Office, Stanley Fleming (stanley_fleming@skc.edu), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.



Please keep cell phones off or on the silent mode and out of sight. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Text messaging during class is unacceptable.



Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour (for example, this is a four credit course, you are expected to spend four hours in class and a minimum of eight hours on homework related to this course outside of class each week).

ECED 265 Leadership and Professionalism in Early Childhood Education Dynamic Course Outline



Week One: **April 2nd**

Welcome

Warm Up: People First Introductions
Course/Class Introductions
Review Course Syllabus and Outline
Tour of the Textbooks
Video/Guest Speaker Option
Ethics and Early Childhood:
NAEYC Code of Ethical Conduct



Homework: See Weekly Assignments on Moodle (ECED 265)



Week Two: **April 9th**

Welcome

The Thinking Environment
Ethics and Early Childhood: *Morality and Ethics*
The Vision



Homework: See Weekly Assignments on Moodle (ECED 265)

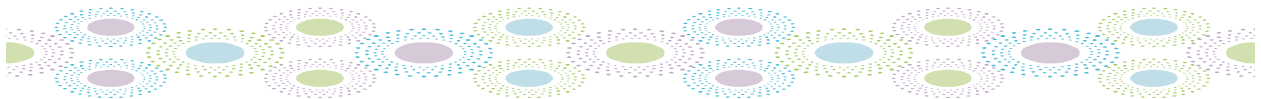


Week Three: Meet in Educ. Bldg. Room 114
April 16th

Warm Up
Guest Speaker: Merle Farrier
The Role of Culture in Leadership &
Professionalism
Servant Leadership
Creating a Vision



Homework: See Weekly Assignments on Moodle (ECED 265)

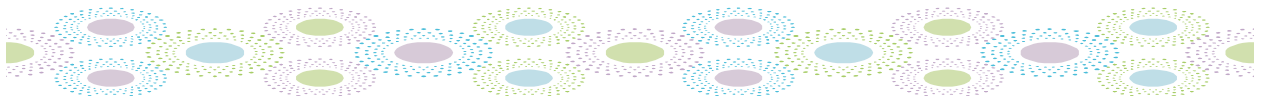


Week Four:
April 21st

The Possibilities in Change
Ethics and Early Childhood:
Addressing Ethical Issues
Dependent/Independent/Interdependent



Homework: See Weekly Assignments on Moodle (ECED 265)

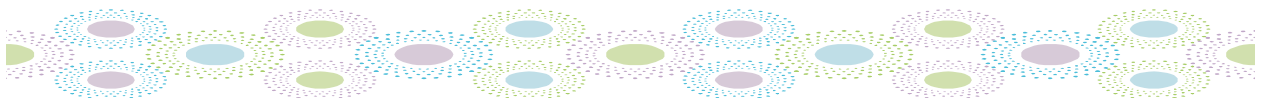


Week Five: Meet in Educ. Bldg. Rm 114
April 30th

Field Trip
Ethics and Early Childhood:
Ethical Responsibilities to Children
Building and Supporting Community



Homework: See Weekly Assignments on Moodle (ECED 265)





Week Six:
May 5th

Warm Up
Video/Guest Speaker Option
Ethics and Early Childhood:
Ethical Responsibilities to Families
Team Building



Homework: See Weekly Assignments on Moodle (ECED 265)

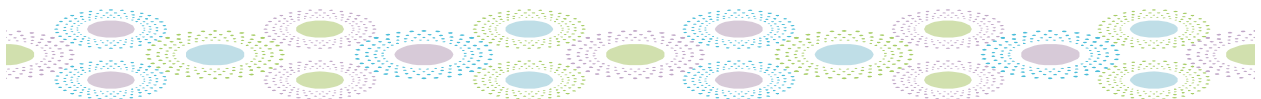


Week Seven: Meet in Educ. Bldg. Rm 114
May 12th

Guest Presenter: Cindy O'Dell
Myers-Briggs to Determine
Personality Types
Ethics and Early Childhood:
Ethical Responsibilities to Colleagues



Homework: See Weekly Assignments on Moodle (ECED 265)

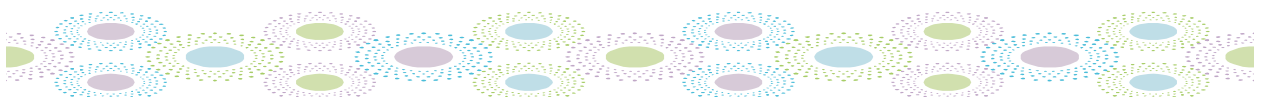


Week Eight:
May 19th

Warm Up
Video/Guest Speaker Option
Ethics and Early Childhood:
*Ethical Responsibilities to
Community and Society*
Time Management



Homework: See Weekly Assignments on Moodle (ECED 265)



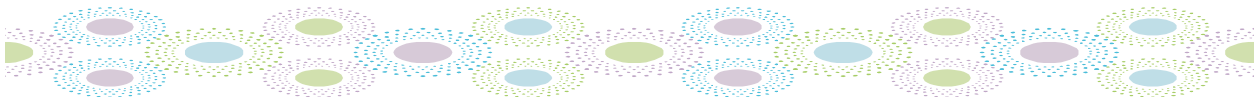


**Week Nine:
May 26th**

Warm Up
Video/Guest Speaker Option
Ethics and Early Childhood:
Living Document
Leadership Characteristics
Leadership Challenges



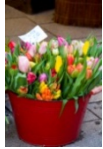
Homework: See Weekly Assignments on Moodle (ECED 265)



**Week Ten: Meet in Educ. Bldg. Rm 114
June 2nd**

Warm Up
Bringing It All Together! Case Study
Presentations
Course Review and Celebration

ECED 265 Leadership and Professionalism in Early Childhood Education Assignment Descriptions



Attendance and Participation:

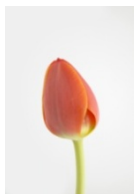
Attendance and Participation are crucial to your success in Leadership and Professionalism in Early Childhood Education. You are expected to attend and participate in all classes and on-line discussions.



****Autobiographical Statement** (Including Statement of Commitment and Application):

Create an autobiographical statement utilizing the following requirements and guidelines.

1. Paper must be a minimum of two pages in length and follow APA style.
2. Paper must have a separate title page and a reference page. Check your spelling, grammar, and sentence structure.
3. Must be typed and single-spaced. Use 12-font (Times New Roman).
4. Think in terms of a timeline of your life. You are introducing yourself in this statement. Think personally and professionally. What makes you who you are? What has motivated you to seek education as your career choice?
5. Include your Statement of Commitment and how you will apply your commitment in your work in the field of early childhood.



Weekly Reading Activity Assignments:

Reading and activity assignments will be assigned weekly. Check on-line for weekly assignments.



In-Class and On-line Activities

Weekly listening, reading, or activity assignments will be assigned weekly. The activities are designed to introduce or emphasize a leadership or professional point.



*** Professional Development Documentation (three sources):**

Create a Portfolio Entry Slip with Documentation of Professional Development using the following requirements and guidelines (Our field trip will count as one).

- Attend three separate and different professional development opportunities this quarter.
- Create separate one-page, double spaced, typed papers describing each experience and how it will help you grow as a professional. Use 12-font (Times New Roman).



***Case Study Analysis (using NAEYC Code of Ethics):**

You will be given a case study to analyze using the NAEYC Code of Ethics. You are expected to:

- Explore the issue
- Make an initial effort to resolve the problem
- Decide a course of action
- Describe the implications for policy

You will be expected to present your case study to the group (ex: lecture style, power point, visual, etc....).



Weekly Reading Journal Activity Assignments:

Reading and activity assignments will be assigned weekly. You are expected to complete the assignment according to the assigned due date(s).



Field Trips: We will visit the Nurturing Center in Kalispell to learn about this non-profit organization, what government contractors are housed there, more specifics on the Child Care Referral program, and how the program advocates for and supports regional child caregivers. We will decide on a date in class.

*** Portfolio requirement**