

CHAMINADE UNIVERSITY OF HONOLULU
EDUC 772 Advanced Leadership in Early Childhood Education
Syllabus
Fall 2014

INSTRUCTOR:	Instructor: Elizabeth Park E-mail: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390
OFFICE HOURS:	By appointment only. Please be sure to use your <i>Chaminade University of Honolulu</i> student email for all communication. Please post general questions under the Virtual Office thread located under Course Home.
TIME and LOCATION:	<p>Online asynchronous: eCollege (see below for eCollege information).</p> <p>Online synchronous: I hope to schedule synchronous sessions. Date and time will be determined after I receive a survey from all the students. There are several synchronous tools introduced in this course but the default tool will be Zoom. Other tools may be used in case Zoom does not work.</p> <p>Critical: Check your student email account (or have it forwarded to one you check) at least 3 times per week. All communication for your graduate program will come to this address. For technical assistance with your student email account, contact helpdesk@chaminade.edu.</p>
TEXTBOOKS:	Rodd, J. (2006). <i>Leadership in Early Childhood</i> (3rd ed.). New York, NY: Open University Press. ISBN: 0335219691
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com This is an online course. If you do not see your course listed or have difficulty logging in, please contact Helpdesk at helpdesk@chaminade.edu
CATALOG DESCRIPTION:	Focus is on major issues and trends affecting leadership and guidance in early childhood education programs. These include working with families, classroom management and safety, nurturing children, creating developmentally and culturally appropriate environments, assessment, financing and budgeting, professionalism, administrative issues, and curricular trends.
MAJOR COURSE TOPICS	Students will increase their understanding of leadership and working with adults in an ECE setting. Students will learn to use Hawaii State

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Syllabus
Fall 2014

	<p>Licensing regulations and the ECERS/ITERS/FDCRS/SACERS tools to evaluate early childhood environments. Students will become familiar with administrative duties and develop competence in guiding families and young children. Students will explore current trends and issues in ECE.</p>
<p>EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:</p> <p>The program outcomes emphasized for this course are highlighted in BOLD.</p>	<p>The Program Learning Outcomes for the Master of Arts in Teaching are as follows:</p> <ol style="list-style-type: none"> 1. Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts). 2. Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning). 3. Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner). 4. Educational Technology (Knowledge of and application of appropriate technology for student learning). 5. Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning). 6. Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments). 7. Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology). 8. Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

CHAMINADE UNIVERSITY OF HONOLULU
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Syllabus
Fall 2014

STUDENT LEARNING OUTCOMES:	Student Learning Outcomes (NAEYC Standard(s) addressed)	How will the outcomes be achieved? (e.g., assignments, readings, discussions, lectures, fieldwork, etc.)
	<ol style="list-style-type: none"> 1. Uses developmentally effective approaches. 2. Demonstrates content knowledge in early childhood education. Uses appropriate assessments. 3. Demonstrates the ability to practice responsible assessment. 4. Demonstrates the ability to build meaningful curriculum. 5. Demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives. (3B, 3C, 4B, 4C, 4D, 5D)	<ol style="list-style-type: none"> 1. Weekly Discussions 2. Classroom Observation Reports 3. Assignments. 4. Power Point Presentation (Group) 5. Participation in Classroom Discussions, Weekly Journals.

ACADEMIC REQUIREMENTS:	<p>Academic Requirements:</p> <ol style="list-style-type: none"> 1. Participation - Students will be evaluated on their participation in class by contributing to weekly discussions, weekly summaries, weekly assignments, and project participation. 2. Complete assigned readings each week. Entries should reflect an understanding and mastery of the text. 3. Assignments must be submitted by 11 p.m. Hawaii Standard Time (HST) on the assigned day. Late assignments will receive deducted points but it is better to submit a late assignment than not submitting at all. 4. Check Announcements in the Course Home and Weekly Module sections for important updates, announcements and agendas that may have been added to the syllabus, weekly schedule, or weekly agendas. 5. Weekly Discussions- Students must be prepared to discuss weekly readings in weekly discussion threads located on the Navigation section. 6. Discussions should be threaded: Respond to the discussion questions by creating a thread for your response. To thread a discussion click Respond (the icon) that is located at the beginning of the discussion. Then respond to your classmate's post by clicking on Reply (the icon) that is located within your classmate's
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CHAMINADE UNIVERSITY OF HONOLULU
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	<p>discussion box. Each week you will be required to respond to the question by creating a thread, AND respond to a minimum TWO of your classmates discussion posts. (In order to receive full points for the discussion and response portion of this course; all responses should be meaningful and thoughtful responses that reference weekly readings and indicate that you have read and understood the weekly resources).</p> <p>7. Adult Observation – Students will observe three separate interactions between two adults within the ECE setting. Then, students will <i>anonymously</i> document interactions and evaluate them using course reading material and classroom discussions as a guide. (The observation report should be a minimum of 2 pages (double - spaced). Submit this observation report to the DROP BOX by Due Date. In addition, share under DOC SHARING.</p> <p>8. Shadow an Administrator – Students will individually visit an ECE site and observe an administrator. Students will document interactions between the administrator and parents/teachers. Students will define the role and routine of the administrator. Students will then evaluate the effectiveness of the administrator based upon what they have observed and learned in class. (Minimum 2 pages (double-spaced). Submit this assignment to the DROP BOX by Due Date. Share under DOC SHARING</p> <p>9. ECERS/ITERS/FDCRS/SACERS: Students will individually visit an ECE site and administer one of the preceding assessment tools. Students will evaluate the program and create a plan for change and improvement. Submit this assessment assignment to the DROP BOX by Due Date. Share under DOC SHARING.</p> <p>10. Weekly Journal Reflections- Every Sunday you will be asked to reflect on the week’s learning and to elaborate about your learning experiences for that week using your own personal experiences. Submit to JOURNAL TAB each week by Sunday, 11 p.m. HST.</p> <p>11. Power Point Presentation and Handout- Students will develop a Power Point presentation based on a major trend or issue from the course text in Leadership and Guidance in ECE. Students will also develop a flyer (one page handout for their audience to bullet the major “takeaway points of their Powerpoint presentations). Students will incorporate what they have learned from the course readings and their classroom observations into their presentation. In larger classes, this will be done as a GROUP Project. Groups will be assigned via your Chaminade University of Honolulu student email. Each group will participate and collaborate in a group discussion and a group effort to complete this assignment. Group</p>
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CHAMINADE UNIVERSITY OF HONOLULU
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Syllabus
Fall 2014

	<p>discussion areas will be posted in the Course Home section of this course. Participation under your group thread will be a large portion of your final grade for this assignment.</p> <p>Presentations should be 8-10 slides (minimum) 15 slides (maximum). Submit to DROPBOX by Due date. Share in DOC SHARING.</p> <p>ALL ASSIGNMENTS MUST BE SUBMITTED BY 11 p.m., Hawaiian Standard Time (HST) on the due dates. In order to receive credit: ALL WORK FOR THIS COURSE MUST BE SUBMITTED NO LATER THAN SUNDAY OF WEEK 10.</p>
<p>SIGNATURE ASSIGNMENT</p>	<p>Powerpoint Presentation submitted to DROPBOX and LIVETEXT by no later than Sunday of Week 10.</p>
<p>GRADING SCALE</p>	<p>Grading:</p> <p>Unless, otherwise, stated at the time of the assignment, assignments are due when noted in the syllabus. Late assignments will be accepted up to one week after the original due date with 50% of the points being deducted from the grade. Students' grades will be based upon the content and clarity of the assignments and understanding of the course content.</p> <p>A student must complete a minimum of two entries under weekly threads to pass the course. These entries DO NOT INCLUDE Weekly Discussions, Weekly Summaries, Team Projects, Classroom Observations, or Lesson Plans, which must be posted to share with your classmates each week under labeled threads or in Doc Sharing. All individual and team assignments must be completed on time and submitted as instructed by the syllabus to receive credit.</p> <p>The Power Point presentations will be a team project provided class enrollment is sufficient to form teams. Please check announcements for specific instructions.</p> <p>100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F</p> <p>Evaluation: Total Points Possible/Assignment 20 Participation</p>

CHAMINADE UNIVERSITY OF HONOLULU
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	<p>10 Weekly Discussions 10 Adult Observation 10 Shadow an Administrator 10 ECERS/ITERS/FDCRS/SAC 20 Powerpoint 10 Weekly Journals 10 SMILE Total 100 points</p>
<p>UNIVERSITY POLICIES:</p>	<p>Attendance and Participation: Attendance and participation is strongly encouraged. Students must participate in weekly discussions, a minimum of 2 times per week. In addition, assignments will be due on Tuesdays or as indicated. Weekly journal reflections will be due every Sunday. Entries must be purposeful and meaningful to receive full participation points. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor by phone or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines for course requirements. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p>Writing Standards All work submitted by students attending Chaminade University of Honolulu must meet the following writing standards: Written assignments should:</p> <ol style="list-style-type: none"> 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism. <p>Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author.

CHAMINADE UNIVERSITY OF HONOLULU
EDUC 772 Advanced Leadership in Early Childhood Education
Syllabus
Fall 2014

	<p>Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.</p> <ol style="list-style-type: none">2. Paraphrasing the work of another without proper author acknowledgment.3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual. <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, Attendance, and others.</p>
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