CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 479 Leadership & Guidance in Early Childhood Education
Fall 2015

INSTRUCTOR:	Dr. Lisa A. Foster E-mail: lisa.foster@adjunct.chaminade.edu lisaannefoster@hotmail.com Cell: 808-282-1300 Office: 808-282-1300
OFFICE HOURS:	Office hours by appointment – please email or call the instructor for an appointment.
TIME and LOCATION:	http://www.chaminade.ecollege.com Check your student email account (or have it forwarded to the one you check) on a regular basis. For technical assistance with your student email account, contact helpdesk@chaminade.edu
TEXTS:	1. *Planning & Administering Early Childhood Programs,* N.K. Freeman, C.A. Decker, & J.R. Decker, ISBN: 10: 0132-6569-22 / 13: 9780-1326-5692-4, Pearson, 10th edition 2. *Continuing Issues in Early Childhood Education,* S. Feeney, A. Galper, & C. Seefeldt, ISBN: 10: 0132-3409-84 / 13: 9780-1323-4098-4, Pearson, 3rd edition
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security number. If you do not see your course listed or have difficulty logging in, please contact helpdesk@chaminade.edu (808-735-4855). All communication for this course will be managed through the eCollege online management system which is linked to your Chaminade student email account. Please make sure that you check your student email account frequently for course updates and/or forward your Chaminade student email to a personal email account to assure your receipt of important announcements. Again, if you need assistance with this please contact the helpdesk@chaminade.edu (808-735-4855)
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 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.
MAJOR COURSE OBJECTIVES	The goal of this course is to understand the role of leadership and guidance in early childhood programs and how it impacts instructional methods and curriculum. To understand and develop skills in the multi-faceted roles of educational leadership in the

	context of the school, community and society.
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES: All five (5) program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD.**	The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate: 1. **(PLAN)** promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education. 2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education. 3. **(ASSESS)** applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education. 4. **(REFLECT)** builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education. 5. **(ADAPT)** strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community

STUDENT LEARNING OUTCOMES:	NAEYC Standards Addressed 1. Uses developmentally effective approaches. 2. Demonstrates content knowledge in early childhood education. Uses appropriate and responsible assessments. 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)	How will the outcomes be achieved? (i.e. assignments, readings, discussions, lectures, fieldwork, etc.) 1. Weekly Discussions 2. Assignments 3. Classroom Observation Reports 4. Power Point Presentation 5. Participation in Classroom Discussion, Weekly Journals.

ACADEMIC REQUIREMENTS:	**ASSIGNMENTS:** **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.** On-line discussion should reflect an understanding and mastery of the text. **3. Assignments** must be submitted by midnight Hawaii Pacific Time on the assigned day. 1 point per day deducted for lateness. **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.Nine (9) On-Line Weekly Discussions**- Students must be prepared to discuss weekly readings in weekly discussion threads located on the **LEFT** of the screen each week under the Navigation tab. Each week you will be required to respond to the question posted on-line for discussion by creating a thread, AND respond to a minimum TWO of your classmates discussion posts. (In order to receive full points, all responses should be meaningful and thoughtful responses that reference weekly readings and indicate that you have read and understood the weekly resources.) **6. Three (3) Adult Observation** – Students will observe three separate interactions between two adults within the ECE setting. For examples, these adult interactions could

SIGNATURE ASSIGNMENT	be between: Teacher to Teacher; Teacher to Parent; Teacher to Director; Director to Parent; Parent to Parent. Then, students will *anonymously* 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, post under **DOC SHARING**. **7. 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). **8. 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 **DROP BOX by Due Date.** Share under **DOC SHARING**. **9. Eight (8) 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 by Due Date.** **10. SIGNATURE ASSIGNMENT (Two Options):** **1) 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 to bullet the major "take away points of their Power point presentations). Presentations should be 10-12 slides (minimum), and 15 slides (maximum). **2) Reflective Paper on Leadership & Guidance**- 3-4 pages typed, double spaced describing your personal/management/leadership style that would make you an effective administrator/professional in an early childhood setting, drawing upon your readings, observations, discussions and other information gained from this course. Your paper needs to include a title/heading, introduction, body/content and conclusion. Also be sure to cite a minimum of three (3) or more references, using the APA referencing style **SUBMIT SIGNATURE ASSIGNMENT TO DROP BOX AND DOC SHARING**
SYNOPSIS	**Signature Assignment: Power Point Presentation, 10-12 Slides and 1 page Handout; or a Reflective Paper on Leadership & Guidance-** 3-4 pages typed, double spaced. Paper needs to include a title/heading, introduction, body/content and conclusion. Also be sure to cite a minimum of three (3) or more references, using the APA referencing style.
GRADING SCALE	On Line Discussion (9 x 5 points) 45 Weekly Journals (8x5 points) 40 Adult Observations (3 points x 10) 30 Shadow and Administrator 20 Program Assessment/Rating Scale 20 Power point or Reflective Paper 20 **Total 175 points** 1**75-160= A 159-144 = B 143-128 = C 127-112 = D 111-0 = F**

UNIVERSITY POLICIES:	**Attendance and Participation** Students are expected to participate regularly in the course in which they are registered. Students should notify their instructors when illness prevents them from participating in class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone number or by sending an email to the instructor. It is imperative that you contact the instructor and agree to a plan B for late submission of assignment/s or discussions <u>prior to the due date</u>. Attendance is assessed by participation in the weekly online discussions and by timely posting of assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops posting discussions and/or does not submit assignments without officially withdrawing (2 or more consecutive weeks), may be automatically withdrawn from the course and receive a failing grade. **Writing Standards** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should: 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. **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: 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. 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. 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. 4. 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, and others.