

New Course Proposal
Submit completed form electronically

- 1. Course prefix and course number:** ECE 480
- 2. Course title:** Powerful Early Childhood Leaders
- 3. Abbreviated title for class schedule** (30 characters or less): Powerful Early Childhood Leader
- 4. Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. Catalog description:

This course examines literature and research related to leadership, advocacy, and current topics influencing the early care and education of young children. It provides opportunities for students to explore issues related to professional conduct and to broaden their existing educational philosophies. Students explore multiple perspectives on controversial topics through critical thinking and analysis. This course encourages deeper levels of self and professional reflection in order to expand leadership and advocacy skills and models effective strategies for demonstrating powerful and positive leadership in collaborative environments.

- 6. Prerequisites** *(to add each additional prerequisite, start a new line):* None
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or

- 7. Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)	or	or	or
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- 8. Major/Class restrictions: Please indicate any class or major restrictions:** Junior status or above.

- 9. Is course repeatable?** No **If Yes, list maximum credits:**

- 10. Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**
No Lab

- 11. Fees: List any course fees:** None

- 12. Grade Mode:** Graded Only

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. **University Studies?** No **If yes, list Strand(s)** NA

B. **Honors?** No

15. Cross-listing: List any cross-listing: None and and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

In today's world, it is still a struggle for those working in early childhood settings to be seen as professionals by the public. This course encourages students to use critical thinking skills as well as creativity in their approaches to early childhood issues. Students will actively participate in early childhood activities in the community. These activities will enable them to discover diversity and to become high-quality early childhood leaders who will demonstrate powerful advocacy skills. Students will also exercise their professionalism through interactions in their community. Upon the completion of this course, students will be able to use their leadership and advocacy skills to promote the importance of early learning as well as the critical roles they have in the field of early childhood education.

B. Alignment:

1. How does this course align with the unit's mission plan?

This course will explore local, regional, and global issues in early childhood education. Students will analyze the growing diversity of the population of children and families early educators serve. There is a momentum forming for ECE professionals around the state and at the national level (known as the *Power to the Profession* movement) which brings public attention to the significant role that ECE plays in not only building the foundation for a child's success in pre K-12 and post-secondary education, but in helping children reach their fullest human potential as adults. This course will reflect the latest research-based practices and current changes in the early childhood profession.

2. How does the course fit into the rest of the unit's curriculum?

This class specifically addresses many aspects that the School of Education has committed to being part of their vision. Students use critical thinking skills to examine local and global issues in early childhood education. They examine how high-quality childcare can be provided while promoting access to a diverse population of children and families; furthermore, they review issues around standardized teaching methods and whether they provide a holistic, culturally equitable view of children. Students will practice their professionalism through collaborative interactions with other professionals in the field.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. Who will teach the course?** Shawn Lybarger
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities:

Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Moodle and online support from IT Helpdesk and Moodle support team as needed.

3. Other:

- a. Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. Are any other resources needed to support this course?** Active student accounts and Moodle access.

If so, please explain how they will be obtained. Students will need internet access to support the needs of this course.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**Powerful Early Childhood Leaders
ECE 480: CRNXXX
Term/Year**

Instructor: Shawn Lybarger

Office Hours: I do not have an office on campus.

Contact Information: 541-391-3104, lybargers@sou.edu

Best way to contact: Email but you may text or call me if urgent and leave a message.

Course Description

This course examines literature and research related to leadership, advocacy, and current topics influencing the early care and education of young children. It provides opportunities for students to explore issues related to professional conduct and the development of a professional philosophy. Students develop and defend their own philosophy of leadership and advocacy and how it relates to working with young children within their specific career goals and context. This course integrates reflection, activities and projects that enable students to refine their skills and knowledge by directly participating in professional activities in the early childhood community to promote personal strength and effective leadership and advocacy.

Relation to the Undergraduate Conceptual Framework and Program Goals

This course provides an opportunity for undergraduate Early Childhood Development students to continue to refine their professionalism, ethics and professional development. This course is a valuable opportunity to prepare for future career development and promotion within early educational settings.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Course Outcomes for Becoming a Professional

- A. Communicate effectively in writing, speech, and technology.
- B. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- C. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
- D. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Course Outcomes

Students will develop greater skill in:

- Understanding one's own leadership skills in the greater context of the early childhood education environment.
- Reflecting on the field of early childhood education and why professionalism is relevant to the field.
- Understanding and applying skills related to ethics, morality, and professionalism in early childhood education.
- Applying ethical and professional commitments in creating a learning environment where all students can be successful.
- Learning about themselves as leaders through the completion of a leadership inventory and ongoing analysis of leadership theory.
- Ongoing self-reflection about one's own leadership and teaching styles and how this will affect future students.
- Appreciating the diverse needs of students and advocating for children at the school, state, and federal policy levels.
- Transforming their vision of education and leadership so that one views him/herself as a leader that serves students through roles in the classroom, building, district, state, and/or national levels.
- Collaborating in an interactive environment to discuss, reflect, evaluate, and articulate one's own philosophical views of professionalism and how it applies to work with children.
- Exchanging knowledge and practices in the field of early childhood education to reach a greater understanding of one's own professionalism and the professionalism of others.

Required Course Materials

Feeney, S. & Freeman, N. K. (2012). *Ethics and the early childhood educator: Using the NAEYC code*. 2nd Ed. Washington, D.C.: NAEYC.

Levin, Barbara B. & Schrum, Lynne (2017). *Every teacher a leader, developing the needed dispositions, knowledge, and skills for teacher leadership*. Thousand Oaks, CA.: Corwin

Recommended Texts and Readings

There will be numerous articles and other materials listed in Moodle each week that you will be asked to read or review.

Attendance Policy

This is an online class. Weekly participation is required and will be tracked through weekly reflections. Not responding to the reflections will result in a decreased grade.

Assignments and Expectations

You are expected to:

1. Read the Rubric for each assignment
2. Demonstrate knowledge of assigned readings by using them in your paper
3. When you summarize or discuss text or articles in any way you must provide the appropriate reference both within the text and as a reference at the end
 - An in-text citation Example: (author, p., date).
 - References Section Example: Feeney, S. & Freeman, N. K. (2005). *Ethics and the early childhood educator: Using the NAEYC code*. Washington, D.C.: NAEYC.
or “retrieved from <http://www.naeyc.org>
4. Self-assess your progress and communicate your needs to the instructor
5. Demonstrate professionalism by submitting a paper that is free of misspelled words and poor grammar
6. Follow the latest APA guidelines for each assignment.
 - Title page with your name, the class the assignment and a title if you wish
 - Double spaced
 - Reference page

- The title page and reference page do not count in your page count
- One-inch margins, black font, Times New Roman or similar font, size 12

Course Assignments

Reflections/Discussions/Class Participation (35 pts.)

Class participation in Moodle is required weekly. Students are expected to participate in weekly reflections or discussions and share in the teaching/learning experience by completing assigned reading and actively reflecting on what you have learned.

Weekly Assignments will include either of the following:

Reflections

- Reflect on the information in the assigned reading and resources. How does this information fit with your existing framework of knowledge and experience? What are your questions or comments?
- Answer the questions posed in the reflection or discussion assignment links. Reflections should be at least 200-250 words and are due on the Wed of the week they are assigned by 11:55pm.

Discussion Forums

- Discussion forum participation is an opportunity for learning as well as contributing to the learning of others. Students are expected to attend/participate in class forums and share in the teaching/learning experience by completing assigned reading and actively engaging in thoughtful, informed discussions throughout some weeks. Forums will serve as the classroom discussion and students are encouraged to actively participate in on-line inquiries. Students will share ideas, resources, questions, and respond to other students in a constructive and positive manner. Forum Assignments will include the following:
 - a. Reflect on the information in the assigned reading. How does this information fit with your existing framework of knowledge and experience? What are your questions or comments? First response is due Wednesday by midnight.
 - b. Respond to at least two other students' postings with your own experience, additional sources of information, research or additional questions. These two responses are due by Sunday at midnight.
 - c. Discussion board postings **cannot be made up!** Please post on time.
- ***Reminder: All discussions will begin on Saturday at 8:00 am and conclude the following Sunday at midnight. Please plan to post an initial response by Wednesday at midnight so your peers will have time to interact and thoughtfully reply. Respond to at least two other postings by Sunday at midnight.***

Meyer Briggs Type Inventory & Analysis (5 pts.) Due _____

- Students will learn about theories of leadership while examining their own thoughts about themselves as leaders. The Meyer's Briggs Type Inventory will give students an opportunity to measure their preferences along the continuum of types that will help them identify their teaching and learning styles. Student's knowledge of their own type will help them develop as teacher leaders.

Teacher Leadership Self-Assessment (5 points) Due _____

a. Complete *Teacher Leader Self-Assessment*: Complete activities on pages 2 & 8 in *Every Teacher a Leader* and check off the ones you have done or would like to do if you aren't in a school setting on page 9.

Professional Development Plan (5 points) Due _____

- Complete the Meyers Briggs Inventory and the Professional Development Plan attachment provided in Moodle. You will turn these into the assignment link with your summary.
- **In addition**, provide a minimum 750 - 1000-word summary of your assessment and plan.
 - In essay form please reflect on your self-assessment.
 - What are your strengths and developmental needs as a teacher and leader?
 - How do the results of your MBTI assessment factor into your identity as a teacher leader?
 - How can you continue to work towards your strengths?
 - What strategies can you use to further develop in areas where you feel you need improvement?

I Am an Early Childhood Professional (15 points) Due _____

- Write up your own Code of Ethics, based on what you have learned in class about ECE and what you learned from yourself in doing the self-assessment and professional development plan.

Teacher Leadership Video & Analysis (15 pts.) Due _____

- Choose one of the videos on teacher leadership below or another video (with professor's pre- approval): **Choose a video that you have not seen before.**

-Freedom Writer's
Worker

-Music of the Heart

-The Miracle

-To Sir With Love
Opus

-Dead Poet's Society

-Mr. Holland's

-Stand & Deliver
Minds

-Lean on Me

-Dangerous

-Mona Lisa Smile

- b. Write a two-page analysis of the movie addressing the following questions:
 - What was the school environment in the movie?
 - Does the administration work with faculty in a productive manner?
 - What were the needs of students?
 - Were teachers meeting the needs of students?
 - How was the teacher in this movie a leader?
 - Did s/he make a difference in the lives of kids? How?

Early Childhood Professional (Interview questions and observational goals each worth 5 pts)
Due _____

- Observe & Interview a well-respected professional in the field of Early Childhood Education. Interview questions will be due to me for input prior to you conducting the interview.
- Attend a meeting of a professional organization or Early Childhood Advocacy Group or local/regional conference. Four observation Goals will be due to me for input prior to attending the event.

Final Project: Influencing Strategies-How Do I Lead? (25 points) Due _____

- In essay format please reflect on:

a. Your area/s of expertise and how you can influence others in this area.

- *Listening Skills*
- *Group Skills*
- *Negotiating Skills*
- *Advocacy Skills*

b. How can you collaborate with others to improve student learning?

c. How can you create partnerships with community groups and businesses?

d. How can you work collaboratively with parents to engage them in the work of the school?

e. Incorporate what you learned from doing the Meyer Briggs Assessment and professional development plan, your interview of an ECE professional and your attendance at an ECE organizations meeting.

f. Has your code of ethics changed since the beginning of class?

g. How you will advocate for early childhood education.

Extra Credit

- Attend an Early Childhood conference. See rubric and guidelines for what to turn in.

Late Assignments

Late assignments/papers will result in a point reduction. If your work will be unavoidably delayed, notify the instructor in advance to discuss alternative plans, I will work with you whenever possible. All assignments should be submitted via the Moodle Assignment page. If your work is late, you will need to email it to me if the Moodle link is closed.

Class Format or Outline

Week		Points
Week 1	Reading: Course Syllabus, <i>Preface of Every Teacher a Leader</i> , articles in week 1 module Watch: Video: <i>The Importance of Quality Early Childhood Education</i> Complete Discussion Introduction Post: You as an ECE Professional	5
Week 2	Reading: <i>Ethics</i> Chapter 1; <i>NAEYC Professional Preparation Standards</i> ; Chapter 1: <i>Why Teacher Leadership</i> , articles in week 2 module, Complete Meyer Briggs Inventory Complete Reflection : How does what you've learned this week about yourself shape where you want to go as an ECE professional?	5
Week 3	Reading: <i>Ethics</i> Chapter 2, <i>NAEYC Ethics Position Statement</i> ; Chapter 2, <i>What Do Teacher Leaders Need?</i> articles in week 3 module: <i>Who Are Early Childhood Professionals</i> ; <i>Quality, Compensation and Affordability</i> Complete Teacher Leadership self-assessment from text Complete discussion post: How do we assure high quality early childhood programs while maintaining affordability for families?	5
Week 4	Reading: <i>Ethics</i> , Chapter 3; Focus on <i>Ethics</i> , Chapter 3: <i>Dispositions for Teacher Leadership</i> , articles on Standardized Testing in week 4 module. Complete Reflection: Discuss your feelings on the pros and cons of standardized testing, questions in assignment link. Assignment: Submit the summary of what you have learned by doing the Meyer Briggs Inventory, teacher leadership assessment and professional development plan along with the plan itself and the results of your inventory and assessment.	20
Week 5	Reading: Reading: <i>Ethics</i> , Chapter 4, Chapter 4, <i>What do Teachers Know?</i> and articles in week 5 module Watch: Videos: NAEYC Accreditation, The Benefits of NAEYC Accreditation Submit: Who you want to interview and where they work.	20

	Assignment: I am an Early Childhood Professional (your code of ethics) Complete Discussion post: On the importance of accreditation. Questions in the assignment link.	
Week 6	Reading: <i>Ethics</i> , Chapter 5, Chapter 5 <i>Additional Knowledge Needed by Teacher Leaders</i> , and articles in week 6 module Submit: Questions for interviewing an ECE professional Assignment: Watch one of the teacher leadership videos from the syllabus and submit the analysis.	15
Week 7	Reading: <i>Ethics</i> , Chapter 6, Chapter 6: <i>Interpersonal Skills for Teacher Leaders</i> , and articles in week 7 module Submit what type of meeting you are attending Conduct Interview of an ECE professional Reflection: What did you learn from interview?	5
Week 8	Reading: <i>Ethics</i> , Chapter 7, Chapter 7: <i>More Skills For Teacher Leaders</i> , and articles in week 8 module Submit your 4 observational goals of the meeting you are attending. Reflection: What did you learn from your observation?	5
Week 9	Reading: <i>Ethics</i> , Chapter 8, Chapter 8: <i>The Future of Teacher Leadership</i> , and articles in week 9 module Review: Power to the Profession website Complete: School Culture Review Reflection: What did you learn from completing the School Culture Review? What does advocacy mean to you? How will you advocate for the rights of children and the ECE profession?	5
Week 10	Review current events in Early childhood Education. Complete Discussion Post: Reflect on at least 3 current events in the early childhood profession. At least one needs to be a political issue. Questions are in the assignment link.	5
Week 11	Finals Week- Submit Final Project: Influencing Strategies: How do I lead	25
	Total Points Possible:	115

Grading Police

Grade Scale

A: 96-100 A-: 90-95 B+: 87-89 B: 84-86 B-: 80-83
C+: 77-79 C: 74-76 C-: 70-73 D+: 67-69 D: 64-66 D-: 60-63 F: <60

Late Work: Work will be accepted up to 7 days late. All late assignments will receive a grade reduction. If you are having trouble keeping up with the course assignments please contact the instructor **3 days before** the assignment due date. **All assignments should be submitted via Moodle's Assignment Page.** However late assignments will have to be emailed to me if the assignment link has already closed.

****Writing:** All writing in this course (including course forums) should be college level, which means free of spelling or grammatical errors. In order to receive credit on course posts and assignments they must be free of errors. If you are having trouble with writing in this course, please contact the Writing Center 541-552-8415 (<http://www.sou.edu/access/writing/>) for additional help.**

Disclaimer

“This schedule may be amended from time to time depending on the pace of the class.”

Course References

Feeney, S. & Freeman, N. K. (2012). *Ethics and the early childhood educator: Using the NAEYC code. 2nd Ed.* Washington, D.C.: NAEYC.

Levin, Barbara B. & Schrum, Lynne (2017). *Every teacher a leader, developing the needed dispositions, knowledge, and skills for teacher leadership.* Thousand Oaks, CA.: Corwin

Early Childhood Education as a Profession: Part 1: Foundations of the Teaching Learning Process

National Association for the Education of Young Children. *Who Are Early Childhood Professionals?* (2011)

Syllabus Statement

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity

operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.