

Course Title: Professionalism, Leadership, and Advocacy

Course # : EC 330

Credit Hours : 4

Catalog Description: This course will focus on current critical issues in early childhood education. Guidelines and standards will be used to focus on the legal, ethical, and professional dimensions of becoming an early childhood educator. Additionally, the course will attend to the development of leadership, administration, and management skills.

Prerequisites: Completion of EC 320

Instructor:	Sandra Alber Ed.D.
Semester:	TBA
Class Location:	TBA
Office:	405 E Pawley Hall
Office Hours:	TBA
Phone:	248-370-3080
Email:	alber@oakland.edu
Fax:	248-370-4242

Course Objectives: Upon completion of the course students will be able to:

1. Know and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives
2. Analyze selected federal, state and local policies, standards and practices to understand the benefits and limitations of policies in promoting quality early childhood education
3. Know and use cross-cultural, cross-discipline strategies to provide resources for children and families who show typical and atypical development
4. Recognize the importance of active participation in early childhood professional organizations.
5. Know and use strategies to be life long learners and reflective practioners, using resources, literature, collaboration and appropriate data
6. Understand that reflection is an integral part of professional growth and improvement of instruction
7. Use skills to participate in collaborative communities, including professional groups from other disciplines
8. Know and respect rights of students with disabilities and understand and use various models of consultation in diverse settings
9. Demonstrate knowledge and skills to participate as an effective team member
10. Demonstrate the skills and disposition to solve problems and resolve conflicts
11. Demonstrate the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families
12. Know and understand principles of administration and management of early childhood programs

13. Understand the role of evaluation in program development
14. Follows school policy and procedures respecting the boundaries of professional responsibilities, when working with students, colleagues, and families

Required Textbooks:

- Feeney, S. & Freeman, N.K. (2006). *Ethics and the Early Childhood Educator: Using the NAEYC Code*. Washington, DC: NAEYC.
- Hewes, & Leatherman. (2005). *An Administrator's Guidebook to Early Care and Education Programs*. Boston: Allyn and Bacon.
- Bloom, P. J. (2003). *Leadership in Action*. New Horizons Press

Recommended Textbooks:

- Stern, G.J. (2001). *Marketing for Nonprofit Organizations*. Saint Paul, MN: Amherst H. Wilder Foundation.
- Robinson, A. & Stark, D.H. (2002). *Advocates in Action: Making a Difference for Young Children*. Washington DC: National Association for the Education of Young Children.

Course Outline by Topic:

- Standards, ethics, policy, and legal issues
- Team work and team building
- Lifelong learning and reflective practice
- Data driven decision making and using professional resources
- Management, administration and evaluation of programs
- Leadership in early childhood education
- Working with children and families with special needs
- Interdisciplinary collaboration
- Professional organizations
- Cross-culture competency
- Advocacy in early childhood education
- Who am I as an ethical, responsive, sensitive early childhood leader

Methods of instruction:

- Lecture
- Discussions – in class & on line
- Small group
- Experiential learning activities
- Applied field experiences

Assignments:

- Test (s)
- Journal Article Critique
- Short papers
- Design activities & plans
- Journal and reflections

Alignment of Objectives to Assignments

Objectives	Assignments
1. Know and apply legal and ethical guidelines as well as professional standards in early childhood education, including following codes of professional conduct and exhibiting knowledge and expectations of current legal directives	Test – multiple choice, true/false & short answers
2. Analyze selected federal, state and local policies and practices to understand the benefits and limitations of policies in promoting quality early childhood education	Write a short paper on the implications and benefits of the assigned policies and /or practices
3. Know and use cross-cultural, cross-discipline strategies to provide resources for children and families who show typical and atypical development	Design and write a plan that demonstrates your knowledge of discipline strategies for typically and atypically developing children. Use cross cultural competency guidelines to share information with a parent. Write a one page summary of the outcomes
4. Recognize the importance of active participation in professional organizations	Join a professional organization
5. Know and use strategies to be life long learners and reflective practioners, using resources, literature, collaboration and appropriate data	Write a short paper on how you understand life-long learning and reflective practice. Include two examples of how you can use these concepts in your practicum
6. Understand that reflection is an integral part of professional growth and improvement of instruction	Read, summarize and critique three articles on the importance of professional growth and high quality instruction
7. Use skills to participate in collaborative communities, including professional groups from other disciplines	Write a short paper on how you plan to use collaboration in your practicum

8. Know and respect rights of students with disabilities and understand and use various models of consultation in diverse settings	Test – multiple choice, true/false & short answers
9. Demonstrate knowledge and skills to participate as an effective team member	Keep an in-class journal of your reflections on you as an effective team member and discussions Critique using format provided
10. Demonstrates the skills and disposition to solve problems and resolve conflicts	Keep an in-class journal and record skills you used to resolve problems and/or resolve conflicts
11. Demonstrates the knowledge of local, state and national policy issues, processes and understands their impact on young children and their families	Test – multiple choice, true false & short answers
12. Know and understands principles of administration and management of early childhood programs	Test – multiple choice, true false & short answers
13. Understand the role of evaluation in program development	Test – multiple choice, true false & short answers
14. Follow school policy and procedures respecting the boundaries of professional responsibilities, when working with students, colleagues, and families	In your class journals note how you have followed Oakland's and class standards for professionalism during the semester

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the “Academic Conduct Policy” in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2009-2010 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

Grading Scale

Grade % Grade % Grade %

4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To <74