ECED 5345 Leaders and Advocates in ECH Syllabus – Fall 2020

Instructor: Susan Casey Ed.D
Office: ECRC 209M
Course Time & Location: Online

Virtual Office Hours:
Monday 8am to 11am
Wednesday 7pm to 8 pm
Friday 8am to 9 am

Office Phone: 682-229-7304
Other Contact Information: 682-229-7304
Email: Always email in D2L for direct course replies
Alternate email: caseys1@sfasu.edu

Credits: 3

Prerequisites: None

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

I. Course Description:

This course is an examination and analysis of leadership theories that lead to positive relationships with families and community partners. Studies of social justice and advocacy for children, families, and the profession are included. Course content is enriched through experiences in the field.

There is one critical assignment in this course that requires you to upload it into LiveText, our Perkins College of Education’s data management system. The assignment is the ECH Advocacy Project Assignment.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values

In the College of Education at SFA, we value and are committed to:
Service that enriches the community,
Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,
Integrity, responsibility, diligence, and ethical behavior;
Academic excellence through critical, reflective, and creative thinking; Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 509 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do. This course strives to achieve professional excellence by meeting the National Association for the Education of Young Children’s Standards and Essential Professional Tools for all candidates in advanced programs, located at http://www.naeyc.org/faculty/pdf/2002.pdf

PLOs and SLOs

PLO 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS:

Candidates know about, understand, and value the importance and complex characteristics of families and communities, foster positive relationships that support and empower families, and engage community partners in advocating for young children and their families. (8 SLOs)

- SLO 2.3 Candidates examine the importance of family relationships.
- SLO 2.4 Candidates participate in service to community.
- SLO 2.5 Candidates advocate for children and their families.
- SLO 2.6 Candidates examine and critically analyze leadership styles and theories.

PLO 6: GROWING AS A PROFESSIONAL:

Candidates are collaborative early childhood partners who conduct themselves as professionals and use ethical guidelines and professional standards, make informed decisions, and are informed advocates for sound educational practices and policies who recognize valid and credible research, evaluate, and synthesize it to inform practice.

- SLO 6.1 Candidates demonstrate professional demeanor and behaviors.
- SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.
- SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.
- SLO 6.4 Candidates examine social justice advocacy related to the broader social conditions that impact children and society.
- SLO 6.10 Candidates write a seminal learning philosophy statement and leadership philosophy statement synthesizing relevant and sound theory.
- SLO 6.11 Candidates synthesize peer-reviewed articles in their field of study.
SLO 6.12 Candidates investigate current research on leadership and demonstrate an understanding of the principles and implications in an early childhood setting of leadership styles and theories to individual practice.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Quizzes** (ECH Advocacy Quiz, Family Relationships Quiz, Leadership Theories Quiz and Leadership Styles Quiz, ECH & Coaching Quiz) - (5 pts. each for 25 pts.)
   The purpose of these quizzes is to assess your understanding of the module videos and readings. Additionally, these quizzes assess certain SLOs in the course.

2. **Discussions** (17 pts.)
   - **ECH Advocacy Topic Discussion** (5 pts.) – In this discussion, you will:
     o Post the tentative title of your topic.
     o Tell how your topic relates to children, families, and social justice.
     o Use citations to support your thinking and a reference listing at the end of your paragraph.
   - **ECH Social Justice Discussion** (6 pts.) – You will:
     o Read Chapter VIII "Reconceptualizing early education as the struggle for social justice" written by Cannella (2008).
     o Respond to what she is saying.
     o Take a stance, cite text from her article to indicate exactly what you are responding to, and agree or disagree by using other authorities to support your thinking.
   - **Great Leader Discussion** (6 pts.) In this discussion posting:
     o Share with your classmates who your personal great leader is and tell what leadership position in life this person held or holds. Tell why by describing the leadership characteristics this person exhibits or exhibited.
   - **Leadership Articles Group Discussion** (0 pts.) – This discussion is a holding place for the work of the group. The final group discussion is posted in the Leadership Articles Group assignment by the group leader, only.

3. **Dropbox Assignments** (58 pts.)
   - **Leadership Articles Group Final Assignment** (10 pts.) – You will:
     o Select and sign up for one of the discussion group areas.
     o Determine a group leader. The leader will assign each member a section of the critique to complete.
     o Each member reads the article attached to the group discussion area.
     o Members post their section of the critique in the group discussion area. Each section should have the title listed for their section in 12 pt. bolded Times New Roman font. All text should be written in 12 pt. Times New Roman font.
     o Finally, the team leader copies all of the posts from the group discussion area(s) and creates the one journal article critique and uploads in this assignment. The leader also lists what each person in the group did (first and last names of each group member, please). Team leaders that follow the guidelines will receive one bonus point for this assignment.
   - **Pre-Observation Assignment** (10 pts.) - You will select an early childhood classroom teacher: PK, K, 1st, 2nd, or 3rd grade and do the following:
Ask permission from the teacher or principal to observe in the class to complete a walk-through form.

On the walk-through form, you will take notes to give you some background on the teacher’s practice.

Use the data from the walk-through and what you now know about coaching to develop an agenda for a pre-conference with a teacher.

Your agenda should outline how you will guide the teacher in determining what he or she needs from you as a coach in the observation.

- **Fact Sheet Peer Reflection Assignment (8 pts.)**
  - Post the reflection that you also posted in the Fact Sheet Discussion Group Area for your group member(s).
  - The reflection should be an in-depth critical analysis of your group member(s)’ fact sheet.

- **ECH Advocacy Project Assignment (20 pts.)** - To complete this assignment you are to do the following:
  - Compose a 1000 word position statement paper. The paper must show a clear understanding of children, families, and social justice and provide a great advocacy service to children and families at least at the local level. Ensure that your paper is based on sound professional practices and/or public policies.
  - Use accurate conventions (grammar, punctuation, capitalization, punctuation) and APA. Include a title page, citations, and a reference section.
  - Upload your paper in the ECH Advocacy Project Assignment Dropbox and also into LiveText. If you do not upload the document into both places, you will receive no credit.

- **ECH Advocacy Project Reflection Assignment (10 pts.)** – Complete the following:
  - Title the paper
  - Write a clear introduction that gives the overview of your project.
  - Write a paragraph that relays what others from your ECH Advocacy Project Reflection Discussion said about your project. This is not simply relaying what they said but showing your insight as well.
  - Write a paragraph relaying your personal reflection about your Project. Make sure this is in depth and sophisticated.
  - Write a paragraph that closes or concludes your reflection. Summarize the paper in a clear fashion here.
  - Edit carefully to ensure that you have created a convention, error-free paper.
  - Use APA as appropriate. If you use citations to support your thinking, do so accurately and include a reference section. If you do not cite, you do not need or require a reference section.

4. **Bonus (2 pts. for the group leader; 2 pts. for all)**

  - Group Leader of the Leadership Articles Group Project Discussion. The leader is to ensure that the posting is convention free. This will be added to the discussion grade – 2 pts.
  - Course Evaluation – 2 pts.

**IV. Evaluation and Assessments (Grading):**

Grading Scale:

A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)

If you do not upload the required document into LiveText, you will not receive credit for that assignment.

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of the total number of points earned.
**Tentative Course Outline/Calendar:**

This is the Tentative Timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. With the exception of one or two, all Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (comments to others’ Initial Posts) are due on Sundays by 11:59 p.m., Central Standard Time. (Your Instructor will clarify the one or two Discussions that do not follow these deadlines.) You are expected to reply to every comment that is made to your Initial Post by Tuesdays at 11:59 p.m., Central Standard Time. All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time, with the exception of the last week. All work for the last week will be due by 11:59 p.m. on Wednesday.

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<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review these modules before you begin the other course modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA</td>
<td>Other Reading – Chapter 1 in Fennimore text</td>
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<td>October 15 –</td>
<td>ECH &amp; Advocacy Part I</td>
<td>Checklist: Syllabus &amp; Timeline</td>
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<td>October 25</td>
<td>ECH Advocacy Project</td>
<td>Quiz: ECH Advocacy Quiz</td>
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<td>Other Reading – Chapters 3-6 in Fennimore text</td>
<td>Discussion: ECH Advocacy Topic Discussion</td>
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<td>Week 2</td>
<td>ECH &amp; Advocacy Part 2</td>
<td>Other Reading – Chapter 1 in Fennimore text</td>
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<td>October 26-Nov</td>
<td>ECH &amp; Advocacy Part 3</td>
<td>Quiz: Family Relationships Quiz</td>
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<td>Week 3</td>
<td>Nov 2-8</td>
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<tr>
<td>ECH Advocacy Project (Work on this continually)</td>
<td>Discussion: ECH Social Justice Discussion</td>
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<td>ECH &amp; Leadership</td>
<td>Discussion: Your Personal Great Leader Discussion</td>
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<td>Quizzes: Leadership Theories Quiz &amp; Leadership Styles Quiz</td>
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<td>Survey: Leadership Styles Survey</td>
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<td>Discussion: <strong>Begin</strong> the Leadership Articles Group Project Discussion (a group area only) It is not due this week but you will need to begin working on it.</td>
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<tr>
<th>Week 4</th>
<th>Nov 9-15</th>
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<tr>
<td>ECH Advocacy Project (Work on this continually)</td>
<td>Dropbox: The Leadership Articles Group Final Assignment is due (Only the group leader posts the completed assignment in the Dropbox.)</td>
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<td>ECH &amp; Leadership</td>
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<th>Week 5</th>
<th>Nov. 16-22</th>
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<tr>
<td>ECH Advocacy Project (Work on this continually)</td>
<td>Quiz: ECH Coaching Quiz</td>
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<td>ECH &amp; Coaching</td>
<td>Dropbox: Begin ECH &amp; Coaching: Pre-Observation Assignment. It is not due this week but you will need to begin working on it.</td>
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<th>Week 6</th>
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<tr>
<td>ECH &amp; Advocacy Project (Work on this)</td>
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<td>Nov. 23-Dec 6</td>
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<td>Week 7</td>
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<td>Dec 7-10</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):


3. All other required reading is located in the content modules of the course. *(Required)*

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a LiveText account. The access code will come to you directly from the LiveText system to your SFA Titan email. Please see the LiveText Statement for additional information regarding this important, required account.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

VIII. Student Ethics and Other Policy Information:

**Attendance**

*Attendance:* The expectation is you will login, EACH DAY, to the D2L format to obtain updates and participate in discussions. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once, daily. Please Note: Regular class attendance and participation is required of all students, Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-participation in their courses could have their financial aid withdrawn.
A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Expectations

**Expectations**: This is a graduate class. Unlike undergraduate classes, you become your own teacher. As you know, the more you put into this course, the more you learn. ALL written work is to be scholarly (emails, DISCUSSION postings, ASSIGNMENTS, etc.). The more you substantiate your thoughts with research and theory, the stronger your knowledge base and impact on others. I expect you to complete ALL assignments to the best of your ability. All work is to be submitted in a timely manner and is to be of graduate quality. (Use scholarly writing: spelling, punctuation, paragraphs, and citations according to the 6th edition APA Manual, etc.) If you need help with writing, visit the Academic Assistance and Resource Center (AARC) at Stephen F. Austin. If you cannot visit the AARC in person, they offer online assistance. Make plans, now, to utilize the AARC if you know writing is an area in which you struggle. You are expected to perform at a graduate level. If your work is not of graduate level quality, it will be returned to you or your grade will reflect the quality of the writing that was submitted. As I mentioned in the course, I have high expectations for all learners and this includes expectations for scholarly writing. Comments provided on returned work are expected to be incorporated in future assignments.

When responding to Discussion postings, you are to avoid the typical, “I agree…” statements. Ask thought-provoking questions that will move the conversation forward and provide a well thought out response to questions asked of you. Remember, too, to cite the works of those to whom you reference. This is critical!

Because this is an online class, it is easy to copy and use someone else’s work. It is easy to borrow materials from others and claim them to be your own. It is neither tolerated nor legal. This includes using others ideas and not citing them. Make sure you completely understand the university’s policies about cheating and plagiarism. http://www.sfasu.edu/policies/academic_integrity.asp. In addition, please know if you are retaking this course, your Instructor prohibits the use of turning in work previously submitted in another course. It is also important that you understand your Instructor has a zero tolerance policy for cheating and/or plagiarism in any form, intentional or unintentional. Please be sure you are familiar with APA 6th edition guidelines. You received information regarding the requirement to purchase of the APA 6th ed. handbook at the beginning of your graduate work. Please also be sure to carefully review the slide in Module 1 regarding APA/Plagiarism. This is most important to your success in this course.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go
Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty

According to the university, penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

As noted under Expectations, for this course, it is important that you understand your Instructor has a zero tolerance policy for cheating and/or plagiarism in any form, intentional or unintentional. A zero on the assignment is accompanied by a form that is filed in the student’s folder in the Associate Dean’s office. On the second instance, a zero on the assignment is accompanied by a second form that is filed in the student’s folder and the Instructor recommends dismissal from the program and/or university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the Instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The Instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

In addition, unprofessional dispositions, attitudes, demeanor, and communication with the Instructor of Record or with other students in the course will not be tolerated. The Instructor shall have full discretion over what is considered unprofessional in regards to dispositions, attitudes, demeanor, and communication within the course.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. (Please note for campus visits)


To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due_____. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to utilize LiveText. The account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

IX. Other Relevant Course Information:

Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives "0" points and indicates completion. Written work in which the use of the English language is not at an acceptable level for a
university graduate student will be returned and marked "Unacceptable" and a zero assigned.

Work Policies

- Late Work— Late work receives no points unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted one day from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant, for partial credit. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment, for partial credit.