ECI 678-90
Twenty-first Century Leadership in Early Childhood Education

Fall 2012
ONLINE (Independent Study)

Instructor: Rosalie N. Parrish, Ph.D.
Phone: (919) 278-2675
Email Address: rparrish@shawu.edu

Office: TOS 317
Office Hours:  Tues & Wed 9:00-12:00
                        Thurs 12:00 – 3:00
                        Saturday 2:00 – 3:00

The Conceptual Framework Theme
The theme of the conceptual framework undergirding the Department of Education’s program is to produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills and professional dispositions needed to function as effective teachers and leaders in a diverse world.

Required Texts
There is no required text for this course. However, readings posted to Moodle will be required for each of the first 6 weeks. Other resources/readings will also be available on Moodle to guide you in your final projects.

General Course Description
This course provides an in-depth study of leadership theories and practices. Students will analyze educational reform from the perspectives of state and national child development research institutes and leadership organizations. This course will provide opportunities to explore frameworks for effective leadership, discover the personal dimensions of leadership and collaboration, and consider the roles of vision in programmatic and systemic change. Course content additionally seeks to expand knowledge and skills specific to advocacy, supervision, and mentoring. A brief practicum experience is required, and students will develop a leadership internship proposal in this course. Meta-analysis of research data is pursued. The course is WEB enhanced. (3 hours)

Department of Education Mission Statement
The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Teacher candidates graduating from the department will have the specialty area knowledge and professional dispositions, experiences, and skills, including technological skills, necessary for employment in their profession and for admission to graduate school. With the knowledge, skills, dispositions and experiences that candidates acquire, they will be able to function as competent and effective teachers and leaders who think critically and
demonstrate effective problem-solving strategies that use technology to facilitate and enhance the learning of diverse students.

**Graduate Program Mission Statement**
Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education. Over the years, many teacher education graduates have developed distinguished careers as master teachers and school administrators. To this end, the Department of Education offers a Master of Science Degree in Curriculum and Instruction with a concentration in Early Childhood Education (Graduate Education Program). The program of study is a planned, cohesive sequence of advanced courses as a logical extension of course work pursued at the undergraduate level.

**Graduate Program Learning Outcomes (PLOs)**

1. **Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities.** Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

2. **Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community.** Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

3. **Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development.** They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

4. **Teacher leaders facilitate student learning through evidence-based practice informed by research.** They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

5. **Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond.** They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.
## Student Learning Outcomes (SLOs)

1. Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. (NCDPI 1a)
2. Facilitate mentoring and coaching with novice teachers. (NCDPI 1b)
3. Set goals and establish priorities while promoting educational initiatives that positively affect student learning. (NCDPI 1c)
4. Participate in professional learning communities (NCDPI 1d)
5. Create collaborative partnerships with families, schools, and communities to promote a positive school culture. (NCDPI 2b).
6. Model the integration of 21st century content and skills into educational practices. (NCDPI 3b)
7. Promote an educational culture that values reflective practice. (NCDPI 5a)
8. Model the development of meaningful professional goals. (NCDPI 5b)
9. Model personal and professional reflection to extend student learning and school improvements. (NCDPI 5c)

### Alignment of Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO)

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment of Student Learning Outcomes</th>
<th>Linkage to PLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. (NCDPI 1a)</td>
<td>Online Discussion Practicum Experience Leadership Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Facilitate mentoring and coaching with novice teachers. (NCDPI 1b)</td>
<td>Practicum Experience Leadership Philosophy</td>
<td>1</td>
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<tr>
<td>Set goals and establish priorities while promoting educational initiatives that positively affect student learning. (NCDPI 1c)</td>
<td>Online Discussion Practicum Experience Leadership Philosophy</td>
<td>1</td>
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<tr>
<td>Participate in professional learning communities (NCDPI 1d)</td>
<td>Practicum Experience Leadership Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Facilitate the dev of inviting, respectful, supportive, inclusive, flexible ed communities (NCDPI 2a)</td>
<td>Practicum Experience Leadership Philosophy</td>
<td>2</td>
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<tr>
<td>Create collaborative partnerships with families, schools, and communities to promote a positive school culture. (NCDPI 2b)</td>
<td>Practicum Experience Leadership Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Model the integration of 21st century content and skills into educational practices. (NCDPI 3b)</td>
<td>Online Discussions Practicum Experience Leadership Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Promote an educational culture that values reflective practice. (NCDPI 5a)</td>
<td>Online Discussions Leadership Philosophy Practicum Experience</td>
<td>5</td>
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<tr>
<td>Model the development of meaningful</td>
<td>Leadership Philosophy</td>
<td>5</td>
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<td>professional goals. (NCDPI 5b)</td>
<td>Practicum Experience</td>
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<tr>
<td>Model personal and professional reflection to extend student learning and school improvements. (NCDPI 5c)</td>
<td>Online Discussions Leadership Philosophy Practicum Experience</td>
<td></td>
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</tbody>
</table>

**COURSE REQUIREMENTS / ASSIGNMENTS**

This course engages candidates in thinking about instructional leadership in early childhood education programs through keeping a Reflective Teaching Portfolio. All assignments should be included in an electronic portfolio as well as in a notebook binder. The course also helps candidates apply the theoretical base through cooperative learning group activities. A copy of your Permission Slip (will be posted on Moodle) should be included in this portfolio.

1. **Assigned Readings and Participation.** Students are required to have read and critically-analyzed all assigned reading materials for each week and this should be demonstrated in their weekly reflections or online discussions.

2. **Online Discussions (4).** Each week, for the first 6 weeks of the semester, students will be required to respond to assigned readings or online modules about leadership with an original post and a response to a peer. (**NCDPI 1a, 1c, 3b, 5a, 5c**)

3. **Leadership Philosophy Statement.** Each student will write a 1-2 page paper explaining their personal leadership philosophy. This paper will be submitted twice: once at the very beginning of the semester and again at the very end of the semester, at which time students will be asked to reflect on changes in their philosophy based on course content and their practicum learning experiences. (**NCDPI: 1a-d, 3b, 5a-c**)

4. **Practicum Experience and Reflection.** Each student will complete a field placement experience, a mentoring/coaching project, a reflective journal, and an internship proposal. Directions for each piece of this project are detailed below. Supporting documents are available on Moodle (e.g., time sheet, confidentiality agreement, internship proposal template). Confidentiality of employees and clients of the agency must be protected by the student and not shared in writing or oral presentation with the class. The assignment meets the following standards of the NCDPI Graduate Teaching Standards: (**NCDPI 1a-d, 2a-b, 3b, 5a-c**)

   **A. Field Experience.** Each student will select one early childhood educational or community setting for their field experience in this course. A minimum of three visits is required for at least a total of 6 hours.
Students must keep a time-sheet with on-site supervisor signatures to verify attendance. This will be submitted as part of the final product for this assignment. A final grade will not be given on this project if a signed time-sheet and confidentiality agreement is not included as part of the final portfolio. The purpose of the field experience will be to participate in or develop a mentoring/coaching program under supervision. During your on-site visits, you might be gathering data about the needs of the program through conversations with leadership, staff, and/or families. You might also be reviewing program materials, assisting the supervisors or others, and making observations of interactions to note effective (or ineffective) leadership characteristics.

B. **Mentoring/Coaching.** Work with your on-site supervisor to design a mentoring program for new teachers or serve in a coaching/supervisory role for new teachers. This piece will depend upon the unique needs of the program and might involve a unique plan to connect new teachers with veteran teachers, a workshop for teachers and/or families, observational assessments of teacher-child interactions, program evaluation, etc. Students will compile a packet which provides detail about this piece of the field experience including a written explanation of their mentoring program, presentations, worksheets, letters or graphs that might have been developed, etc. This counts as 50% of your grade for this project.

C. **Reflective Journal.** During the practicum, each student will keep a journal that documents the dates and hours spent in the field placement and detail the activities observed and participated in during the field experience specific to the mentoring/coaching piece. You are expected to discuss in detail what you did, your reflections about each day’s experience, and what things you might have changed if you could have. Refer to the readings from class and what you have learned about leadership. At least three journal entries are required and should be approximately 1-2 pages each. This will be submitted as part of your final product for this assignment. This counts as 25% of your grade for this project.

D. **Internship Proposal.** Upon completion of the practicum, each student will complete and submit an internship proposal indicating how a professional leadership internship at the site could benefit a graduate-level student. If you are on the Internship track in this program, you will want to make this as detailed as possible as it will be useful in preparing you for your final internship in ECI 702. Further details and a proposal template will be provided. Your final internship proposal will also need to be reviewed by your Internship Committee (graduate faculty) before approval to begin the internship experience in 702. If you find that this placement is not the place where you wish to do your final internship, discuss this with your Committee Chair. You are still expected to complete a proposal based on
this placement for a grade in this course though. This counts as 25% of your grade for this project.

E. Field Experience Final Product. Students will compile their work associated with the Field Experience into a notebook/folder to submit at the end of the semester as part of their final portfolio. This information should be in a section of its own and should include: 1) time sheet and confidentiality agreement 2) mentoring/coaching packet with evidence, 3) at least three journal reflections (1-2 pages each), and 4) the internship proposal.

5. Final Portfolio. Students are required to compile a final portfolio showcasing the graded work completed in this course. Use a small 3-ring binder or report folder. A final grade for this course will not be given until this is turned in to the instructor. The portfolio should include the following:
   a. Graded Online Discussion Posts and Peer Responses
   b. Graded draft and final version of the Leadership Philosophy Statement
   c. Field Experience Project: Developmental Observations Paper and Presentation
      (All Standards)

Professional Dispositions

“The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.” (Shaw University Department of Education Conceptual Framework, 2003, page 27)

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. Absences will lower your grade. Rubrics used to assess assignments will include professional disposition skills.

Course Requirements

All written assignments must be typed, double-spaced using a 12-point font. Assignments should include a cover page with the author’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors. All assignments should be submitted in Moodle or as otherwise stated.
**Topical Course Outline**

1. Theories of Leadership (Motivational, Behavioral, Contingency, Trait, Power & Influence)
2. Understanding Organizational Cultures, Shared Leadership, & Change
3. Developing Leadership Philosophies & Vision
4. Educational Diversity & Inclusive Leadership: Educational Reform
5. Assessment of Leadership Skills Affecting Student Success
6. Leadership & Advocacy in Early Childhood Education Settings, Mentoring & Supervision
7. Designing Internship Experiences for Leadership Skills Development

**Due Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18</td>
<td>Online Discussions</td>
<td></td>
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<tr>
<td>August 25</td>
<td>Online Discussions</td>
<td></td>
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<tr>
<td>Aug 25</td>
<td>Leadership Philosophy #1</td>
<td></td>
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<tr>
<td>September 1</td>
<td>Online Discussions</td>
<td></td>
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<tr>
<td>September 8</td>
<td>Online Discussions</td>
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<tr>
<td>September 15</td>
<td>Online Discussions</td>
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<tr>
<td>September 22</td>
<td>Online Discussions</td>
<td></td>
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<tr>
<td>Oct 27</td>
<td>Mentoring/Supervision Packet (Field Exp)</td>
<td></td>
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<tr>
<td>Nov 3</td>
<td>Internship Proposal (Field Exp)</td>
<td></td>
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<tr>
<td>Nov 10</td>
<td>Leadership Philosophy #2</td>
<td></td>
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<tr>
<td>Nov 17</td>
<td>Field Experience Portfolio</td>
<td></td>
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<tr>
<td>Dec 1</td>
<td>Final Portfolio (with Field Experience Portfolio included)</td>
<td></td>
</tr>
</tbody>
</table>

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Theories of Leadership</strong></td>
<td>Welcome &amp; Resources Online:</td>
</tr>
<tr>
<td>(Aug 18)</td>
<td><strong>“Are Leaders Born or Made”</strong></td>
<td>“Leadership Theories” (Mind Tools)</td>
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<td></td>
<td></td>
<td>“Conversation About Leadership”</td>
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<td></td>
<td></td>
<td>“Natural Born Leader Phenomenon”</td>
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<td></td>
<td><strong>DUE: PRE-ASSESSMENT</strong></td>
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<td></td>
<td><strong>DUE: Tues, Aug 21, Discussion</strong></td>
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<td></td>
<td><strong>DUE: Thursday, Aug 23, Peer Response</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>Organizational Cultures, Shared</strong></td>
<td>Resources Online:</td>
</tr>
</tbody>
</table>
| (Aug 25) | Leadership, and Change | “Organizational Culture/Extended Services”  
“Developmental Framework for Organizational Culture”  
“Distributed Leadership”  
“Intrinsic Motivation” – Fullan, 2011 |
|----------|-------------------------|-------------------------------------------------------------------------------------|
|          |                         | **DUE: Leadership Philosophy #1**  
**DUE: Tues, Aug 28, Discussion**  
**DUE: Thursday, Aug 30, Peer Response** |
| Week 3   | Developing Leadership  
Philosophies & Vision | Resources Online:  
“Ubuntu: Transformational Leadership Philosophy”  
“Philosophy of Leadership Scholar-Practitioner” |
| (Sep 1)  | Ethics in Educational Leadership | **DUE: Tues, Sept 4, Discussion**  
**DUE: Thursday, Sept 6, Peer Response** |
| Week 4   | Educational Diversity & Inclusive  
Leadership: Educational Reform | Resources Online:  
“Educational Diversity and Learning Leadership”  
“Catharine Beecher”  
“Gender Diversity: Women Leaders” |
| (Sep 8)  | Using Leadership & Management Skills for Program Planning,  
Modification, and Program Evaluation | **DUE: Tues, Sept 11, Discussion**  
**DUE: Thursday, Sept 13, Peer Response** |
| Week 5   | Assessment of Leadership Skills Affecting Student Success | Resources Online:  
“Leadership Effectiveness”  
“Assess Ldrshp Eval of Principals Across States” |
| (Sep 15) |                         | **DUE: Tues, Sept 18, Discussion**  
**DUE: Thursday, Sept 20, Peer Response** |
| Week 6   | Leadership & Advocacy in Early Childhood Education Settings  
Mentoring & Supervision | Resources Online:  
“Principle-Centered Leadership in ECE”  
“Mentoring in ECE” |
| (Sep 22) |                         | **DUE: Tues, Sept 25, Discussion**  
**DUE: Thursday, Sept 27, Peer Response** |
<p>| Week 7   | Independent Study       | Independent Study |
|          |                         |                        |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8</td>
<td>(Sep 29)</td>
<td>Independent Study</td>
<td></td>
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<tr>
<td>9</td>
<td>(Oct 6)</td>
<td>Independent Study</td>
<td></td>
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<tr>
<td>10</td>
<td>(Oct 13)</td>
<td>FALL BREAK</td>
<td></td>
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<tr>
<td>11</td>
<td>(Oct 27)</td>
<td>Independent Study</td>
<td>DUE: Mentoring/Supervision Packet (Field Exp)</td>
</tr>
<tr>
<td>12</td>
<td>(Nov 3)</td>
<td>Independent Study</td>
<td>DUE: Internship Proposal</td>
</tr>
<tr>
<td>13</td>
<td>(Nov 10)</td>
<td>Independent Study</td>
<td>DUE: Leadership Philosophy #2</td>
</tr>
<tr>
<td>14</td>
<td>(Nov 17)</td>
<td>Independent Study</td>
<td>DUE: Field Experience Portfolio</td>
</tr>
<tr>
<td>15</td>
<td>(Nov 24)</td>
<td>NO CLASS THIS WEEK (Thanksgiving Holiday)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>(Dec 1)</td>
<td>FIELD EXPERIENCE PORTFOLIO</td>
<td>DUE: FINAL PORTFOLIO (to include graded field experience portfolio, online discussions, and draft and final version of leadership philosophy paper.)</td>
</tr>
</tbody>
</table>

### Other Important University Dates

*August 21:* Last Day to Add or Drop a Course (without grade of “W”)

*August 21:* Deadline for Fall 2012 Prospective Graduates to submit Graduation Applications to Department Chairpersons

*August 28:* Deadline for the removal/conversion of incompletes from Spring 2012

*October 19:* Last day to withdraw from the University and receive a partial refund

*October 22-23:* Fall Break for students and faculty

*October 25:* Last day to withdraw from a course (Grade of “W”)

*October 30-Nov 6:* Academic Advising for Spring 2013 semester

*November 10:* Online Registration for Spring 2013

*November 16:* Deadline for Spring 2013 Prospective Graduates to submit Graduation Applications to Department Chairpersons

*December 10:* Final Grades Submitted to Registrar

### Course Evaluation

**Teaching Methods.** This is an independent study with guidance from your instructor and another peer. Readings, discussions, and field experiences will be used for teaching. Web-based technological applications will include email and distance learning.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions (6)</td>
<td>40</td>
</tr>
<tr>
<td>Leadership Philosophy Statement</td>
<td>20</td>
</tr>
<tr>
<td>Field Experience Assignment</td>
<td>40</td>
</tr>
<tr>
<td>FINAL PORTFOLIO</td>
<td>No final course grade until the final portfolio is submitted.</td>
</tr>
</tbody>
</table>

Grading Scale:

- **A** = 90-100 Accomplished
- **B** = 80-89 Proficient
- **C** = 70-79 Developing
- **D** = 60-69 Not demonstrated
- **F** = Below 60 Not demonstrated

Common rubrics to assess performance on assignments will be used. These rubrics are part of this syllabus and will be issued under separate cover.

**Course Expectations**

**WRITING/SUBMITTING PAPERS FOR THIS COURSE:**

Papers written for this course should be in APA style format (with no bullets, inappropriate headings, or pictures). We will discuss APA style in class on the first day. Each paper should have a cover page with a running head in the top-right hand corner (with page number) and the following information at the center of the page, double-spaced, in this order:

- [Full title of paper]
- [Your Name]
- ECI 678: Twenty-first Century Leadership
- [NAME OF ASSIGNMENT]
- Fall 2012 – Dr. Parrish

Plagiarism will NOT be tolerated. If your paper is plagiarized, you will receive a grade of ZERO on this assignment.

**PREPARING/SUBMITTING/AND CONDUCTING PRESENTATIONS FOR THIS COURSE:**

You are encouraged to be as creative as you like with presentations, and do not need to use PowerPoint unless the directions for the assignment indicate that you should. If
PowerPoint is your chosen method for presentation, please include the following on the first slide:

- [Full title of presentation] – should be compatible with paper title if you have also written a paper for the assignment
- [YOUR NAME]
- ECI 678: Twenty-first Century Leadership
- [NAME OF ASSIGNMENT]
- Fall 2012 – Dr. Parrish

If you are using other materials instead of PowerPoint for your presentation, you are expected to provide handouts of some kind AND submit the notes that you have prepared to assist you in the delivery of your presentation. If you are doing an activity with the class as part of your presentation, you are expected to write up that activity and turn it in with your presentation. This write up of an activity needs to include the title of the activity, exactly how it is to be conducted, a description of the audience it is intended for (e.g., teacher candidates), the exact purpose of the activity, and the expected learning outcomes of your intended audience.

Do NOT read from your paper for your presentation.

PLAGIARISM
Papers that are plagiarized in any part will be given a grade of ZERO. Use your OWN words and ideas. One of the intentions of the master’s program is to produce graduates who are critical thinkers and problem-solvers. This means that it is not appropriate for students to pull the words and ideas of OTHER published authors and present them as their own. You are expected to do the research necessary to complete assignments and then synthesize that research, and summarize in your own words, while incorporating your own thoughts, ideas, and critical suggestions about what you have read.

Attendance and class participation are required and essential to this course. No make-up work is accepted unless the student presents a University excuse within a week of the missed assignment. Absences lower the final grade. Points will be deducted for late arrivals and/or early departures. However, we will follow the University attendance policy.

Academic Integrity/Cheating and Plagiarism. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. Cheating and/or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an “F” on the assignment
to an “F” in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student’s file.

Professional Disposition. “The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.” (Shaw University Department of Education Conceptual Framework, 2003, page 27)

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. Absences will lower your grade. Rubrics used to assess assignments will include professional disposition skills.

Classroom Decorum. To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records. Additional student behavior codes may be found in Student Affairs.

Expectations of Written Work and Presentations

1. As you review assignment guidelines and rubrics, please keep in mind that there is no set score for writing and timeliness. As graduate students and as future
leaders you are simply EXPECTED to proofread your work and submit professional assignments which adhere to APA guidelines, and you are expected to submit them on time. Up to 1 point might be deducted for each spelling/grammatical/APA error in your paper, especially if errors are excessive. Late assignments may receive serious deductions or may not be accepted at all.

2. Web-work and presentations will be evaluated based on clarity of content, organization, integration of course concepts, critical thinking and use of APA format in written work.

3. Content should demonstrate the ability to (a) apply course concepts in a relevant way to practice settings; (b) utilize substantive data sources; (c) exercise reflection; and (d) demonstrate informed judgment.

4. Oral and written assignments should communicate coherence, consistency, and sound reasoning or articulated themes and major points. An introduction should state the purpose and flow of the paper or presentation and the narrative should follow the identified structure. Transition statements can provide continuity from one topic to the next. Conclusions can summarize main points.

5. In making presentations, attention should be given to the outline of the presentation; this will help you remain focused on the identified topic(s). Attention should also be given to clarity of articulation and diversity-sensitive presentations. All sources of ideas and quotes must be documented and referenced.

6. Individual Presentations. Each student will present findings from their action research project.

APA writing guidelines are available for you in Resources on Moodle.

Supplementary Materials/Research Journals

Child Development
Early Childhood Education
Early Childhood Research Quarterly
Educational Leadership
Education Research Quarterly
Exceptional Children
International Journal of Early Childhood
International Journal of Special Education
Journal of Early Childhood Research
Journal of Early Intervention
Journal of Education
Journal of Educational Psychology
Journal of Educational Research
Please note office hours. Additionally, you are encouraged to email questions or comments at any time.

**Note:** Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements of this course.

**A Concluding Legal Caveat of Disclaimer**
The presentation order of topics outlined in the above syllabus is subject to change at the instructor’s discretion. That is to say we may spend more or less time on any given topic. **You are required to check Moodle at least three times a week for announcements. This requirement is part of your professional disposition grade.** The instructor is not responsible for typographical errors contained in this document or for the availability of the campus network or Moodle. Please ask questions if you are confused about any part of this document. Students are required to utilize graduate-level research skills (knowledge in data collection and application) to develop and present information. Work must be submitted in Word 2007, Word 2003-97, Rich Text Format, or PowerPoint (for presentations). Late assignments will not be accepted without prior approval from the instructor.

**Note:** Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements of this course.

**Special Accommodations**
Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements for this course.

**Appendix**
Rubrics
Census Data Form
Permission Slip