EEC 4054
Leadership and Service in Early Childhood Settings

UNF professional education programs prepare candidates who are:

Multiculturally proficient. They understand, respect, and value differences in individuals and model best practices for designing and delivering instructional programs to fit the needs of diverse learners.

Professionally aware. They hold themselves to high ethical standards, professional dispositions, and a code of professional conduct worthy of the education profession. They value fairness and believe that all students can and should learn.

Analytically adept. They engage in reflective thinking about classroom practice and contexts; assess and analyze a variety of data from those contexts; use reflective practice to make appropriate adjustments to curriculum and instruction; and make data-informed instructional decisions to benefit the learning of all students.

Competently prepared. They possess and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills necessary to help all students learn.

Technologically capable. They use technology effectively to facilitate design of instruction, engage students in the learning process, and communicate with colleagues, parents, and other key stakeholders.

IMPORTANT NOTE: The syllabus and course schedule are subject to change. Changes will be announced in class or via email (and will be listed on Canvas). If you are absent or late or leave early, it is your responsibility to find out what you missed, including any announcements, by contacting the instructor or another student.
**EEC 4054 Leadership and Service in Early Childhood Settings**

Instructor: Dr. Christian Winterbottom  
Office: Building 57 (COEHS) Room 2216  
Phone: (904) 620-5329  
Email: c.winterbottom@unf.edu  
Classroom: Face to Face: Building 57 (COEHS) Room 1210 and in the Community  
Class Time: Face to face: Monday 9am – 12:05pm  
Office Hours: Monday: 12:15pm-1:15pm and By Appointment

**Required Textbook(s):**  

Other readings will be posted on the class Canvas site.

If you email, you can expect a response within 48 hours (Do not expect an email return over the weekend). Phone messages will be returned within a week.

**UNLESS STATED OTHERWISE, ALL ELECTRONIC DEVICES (CELL PHONES, LAPTOPS, BLACKBERRIES, ETC.) MUST BE TURNED TO SILENT AND PUT AWAY DURING CLASS.**

**Course Description**

This course is designed as an introduction to the knowledge, skills, and competencies for responsible service and leadership in diverse communities. Preparation for engaged, responsible, and active community involvement and leadership. The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society.

Repeatable to a maximum of 12 cr hrs. GE service learning course.

**Course Objectives and Requirements**

The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society. Through at least 15 hours of dedicated service at a pre-approved site (including Title I K-12 schools, youth programs, health services, social
services, environmental programs, government agencies, etc.) students directly collaborate with a population in need or provide supporting activities that contribute to the greater good of our community. Classroom seminar activities provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course also provides ‘real-world’ experiences that exercise advanced academic skills and knowledge applicable to each student’s program of study and career goals.

**Purposes of the Course:**

Student will refine essential skills associated with their baccalaureate studies to actively collaborate with the local community. While completing this in-depth study of cultural diversity, citizenship and social justice issues facing our community, students will gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their future career goals, as they strive to become productive citizens in our workforce. Students will research and analyze social justice issues affecting ethnic minorities and marginalized populations and their implications for inequalities in education, health care, immigration, socioeconomic status, discrimination, the environment, labor rights, and other community issues. Students will also develop professional skills designed to lead to post baccalaureate employment.

**Teaching Strategies**

This class is designed to be very interactive. You are expected to read ALL required material before each class and bring readings to class with you each week (Either printed or electronically on an ipad, etc). Be prepared to interact with all the students in this class via a variety of classroom strategies.

There may be some lecture. However, my pedagogical belief is that we all learn from each other through open dialogue, discussions, and engaging activities. My expectation for you is that you accept all opinions of your classmates in a gracious manner and that we strive to disagree with ideas and not with people.

**Requirements of the Course**

Where applicable, all assignments must follow APA 6th Edition style. (www.apastyle.org)

There are 4 requirements for this course. (1) First, all students are expected to have read class texts before they come to class. Starting in week five, a student will lead the discourse; the student is required to find an article related to the topic that week, and to lead a discussion based on that article. During class, we will engage in conversation and sometimes debate about the readings for the week. (2) Each student is expected to submit 6 journal entries to the instructor on the specific dates as indicated below. The journals will be a reflection of how the service-learning project is going, the issues/successes and how I can possibly help. (3) The final presentation at the end of the semester will involve a reflection of what was accomplished during the course, and (4) A final paper will be submitted on service-learning (the topic other than service-learning is up to the student)
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<th>Grade Summary</th>
<th>Points</th>
<th>Letter Grade/Percentage Correspondence</th>
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<tr>
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<td>94-100 A</td>
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<td>Journal (6 Journals x 4)</td>
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<tr>
<td>Presentations</td>
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<td>Final Paper (10 pages)</td>
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<td>67-69 D+</td>
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**Topical Outline**

**TBD**

* Each Class is 2 hours long. One hour a week is dedicated to working on service-learning projects outside of the classroom space. As the semester and the class evolve, class time may be reduced to provide more opportunities to develop service-learning projects.
Bibliography


Art

Business

Engineering

Gerontology

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**History**


**Medicine**


**Nursing**

Bassi, S. (2011). Undergraduate nursing students' perceptions of service-learning through a school-based community project. *Nursing Education Perspectives, 32,* 3.


Stallwood, L. & Groh, C. (2011). Service-learning in the nursing curriculum: are we at the level of evidence-based practice?. *Nursing Education Perspectives, 32,* 5.


**Nutrition**


**Occupational Therapy**

Schaber, P. (2010). Teaching program development and evaluation through a service learning project in community-based adult day services. *Occupational Therapy in Health Care, 24*, 1, 107-117.  

**Physical Therapy**


**Public Relations**


**Science**


**Sociology**


**Theology**

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**USAS**


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Disability Considerations

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcrexams@unf.edu or visit the DRC website www.unf.edu/drc

Technology Considerations

This course includes the International Society for Technology in Education (ISTE) National Education Standards (NETS-S). The UNF Blackboard system will be used to deliver instruction, provide assignments, links, and additional readings, and to communicate via email. Power point, Internet links, CDs/DVDs, streaming video and other tools such as document cameras will be used. Graduate students will use the Internet and computers to gather, evaluate, and use materials (ISTE 2).

This course will be taught online. Students will be expected to follow class procedures for receiving and posting assignments on line and in the Blackboard Discussion format. Grades and feedback will be delivered via Blackboard Tools.

College Of Education And Human Services Policies

Americans with Disabilities Act (ADA) Policy. The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcrexams@unf.edu, or visit the DRC website www.unf.edu/drc

College Undergraduate Admission Policy. In order to earn credit toward an undergraduate degree in the College of Education and Human Services, students must be admitted to a COEHS undergraduate program of study. Admission to the University does NOT in and of itself constitute admission to a given program of study. Transfer students cannot take more than 14 UNF hours toward any COEHS undergraduate degree without first having been fully admitted into a program of study.

Prior to being considered for full admission into an undergraduate program of study, students must (a) submit acceptable scores on all parts of the College-Level Academic Skills Test (CLAST) and (b) present official transcripts documenting a cumulative undergraduate GPA of 2.5 or better on a minimum of 60 semester hours from a regionally accredited college or university. Students are encouraged to consult the Undergraduate Catalog and/or contact the College’s Office of Student Services (Schultz Hall 2305; telephone: 904/620-2530) for information regarding admission to a specific undergraduate program of study.

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University Enrollment Policy. Only those students who are admitted to the University are entitled to enroll in classes, and only those students who are enrolled in a given course are permitted to attend class meetings for that course. Sitting through a class without registering does not constitute enrollment. Instructors are authorized to bar students who are not enrolled in a course from attending class sessions until evidence of enrollment is presented to the instructor. Even if un-enrolled students are allowed via the instructor’s oversight to remain in a class, university policy prohibits students from being added to a class roster after the reinstatement deadline. The primary responsibility for assuring that a student is enrolled in a course belongs to the student. Students are therefore encouraged to check their enrollment status several times during each semester with an advisor or via the UNF website.

Policies Governing Student Conduct. The University of North Florida has adopted a Student Conduct Code in order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer misuse; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address http://www.unf.edu/studentaffairs/code.html. http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf

Academic Integrity Policy. The University of North Florida has adopted a strict policy on academic integrity. As noted in the UNF 2014-2015 Undergraduate Catalog (p. 35) and the UNF 2014-2015 Student Handbook (p. 23), violations to academic integrity include, but are not limited to cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one’s own work to submit under this person’s name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty.

The Academic Integrity Policy affords University instructors authority to assign penalties for these offenses. For example, the instructor may assign a grade of “F” on the assignment in question or for the course. In the case of flagrant violations of the Academic Integrity Policy, the instructor may recommend additional specific penalties to the university administration, including referral for academic counseling, expulsion from a program of study, denying of degree, expulsion from the University, or revocation of a degree already granted.

E-mail Policy. The University of North Florida’s policy on student e-mail allows academic and service units of the University to use e-mail as the primary means for communicating certain types of information to students. Although individual instructors may determine that “external” (i.e., non-University-provided) e-mail accounts are a suitable means for communicating with students, the University policy specifies that the University-provided e-mail address serve as the “official” e-mail address for purposes of formal electronic communication with students. All students should become knowledgeable of their University-provided e-mail address and either check their account regularly or arrange for all e-mail delivered to their account to be forwarded to an external e-mail account of their choice. Students can find out their e-mail account username, reset their password, and set forwarding options by visiting http://www.unf.edu/compserv/guidelines/elemail.html.