

# Minnesota State University Moorhead

## EECE 437: Leadership and Administration in Early Childhood Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 40

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: EECE 433 and STL 428 and EECE 438

MnTC Goals: None

This course focuses on the knowledge, skills, and dispositions necessary to develop leadership and administrative abilities needed in the field of Early Childhood Education. This course will address a variety of facets of administration including enrollment, staffing, supervision, policy development, communication, budgeting and evaluation of early childhood programs. In addition, this course includes the examination of leadership, advocacy, and contemporary issues within the field, culminating in the writing and presentation of an independent scholarly advocacy paper. As a writing intensive course, writing is a major component of the course.

**B. COURSE EFFECTIVE DATES:** 01/14/2013 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

#### **D. LEARNING OUTCOMES (General)**

1. Explore duties and responsibilities related to administration of quality early childhood programs including planning, financing, operating, evaluating, and working effectively with parents and community resources. (EC standard 8710.3000, subpart 3: C3c)
2. Demonstrate understanding of critical roles of program directors including licensing, handling finances, hiring and supervision of staff, enrollment procedures, health and safety issues, policy development, mandated reporting, publicity and grant writing. (EC standard 8710.3000, subpart 3: C3c; C3e; D2c; D2d)
3. Demonstrate the ability to analyze rules and regulations, state licensing requirements, accreditation criteria, and legal requirements involved in operating quality early childhood programs, including procedures regarding childhood illnesses and communicable diseases, and mandated reporting of abuse or neglect. (EC standard 8710.3000, subpart 3: A1; D2c; D2d)
4. Demonstrate the ability to incorporate quality child care standards into program philosophies and goals.
5. Identify and develop beginning leadership skills necessary for successful contributions in the field of early childhood education including advocacy and reflective, critical response to current issues explored in class.
6. Demonstrate an understanding of the impact of societal conditions, trends and legal issues on children and families, and the ability to develop a proactive, problem-solving approach to advocacy through effective scholarship in creating and presenting an advocacy position paper addressing a current challenge in the field of early childhood education. (EC standard 8710.3000, subpart 3: L2)
7. Become informed about major ideas, theorists, and researchers in the professional literature.
8. Demonstrate an understanding of formative and summative program evaluation instruments and how they can be used to enhance program quality. (EC standard 8710.3000, subpart 3: K4)
9. Demonstrate ability in four written communication competencies; coherent writing including invention, organization, drafting, revising and editing; consult effectively and appropriately with others to produce quality written products; locate, use and cite appropriate primary and secondary source materials from both print and electronic resources; and use correct grammar and mechanics in writing.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted