Instructor: 
Office: 
Phone: 
Email: 
Office Hours: 

Course Description: This course focuses on the knowledge, skills, and dispositions necessary to develop leadership and administrative abilities needed in the field of Early Childhood Education. With a focus on both large and small programs, the 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, both formal and informal writing is a major component of the course.

Required Texts:


Additional Readings From:


North Dakota Child Care Center Early Childhood Services Chapter 75-03-10 Department of Human Services

Minnesota child care center licensing requirements found in Minnesota Rules, parts 9503.0005 to 9503.0170 (DHS Rule 3) and Minnesota Statutes, Chapters 245A and 245C.

And others as assigned.

Course Overall Goal:
Upon completion of this course, the teacher candidate will understand the basic principles of current issues in administration including; ethical leadership and the operation of early childhood care and education programs, including supervision of staff and volunteers.

Course Objectives: (The teacher candidate will …)

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. This includes understanding the role that technology applications play in educational programs. (EC standard 8710.3000, subpart 3: C3c; C3e; D2c; D2d; SEP 9M)

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.

Early Childhood Standards in EECE 437: A1; C3c; C3d; C3e; D2c; D2d; K4; L2
Standards of Effective Practice in EECE 437: 9M

WRITING INTENSIVE COURSE REQUIREMENTS:

I. How the writing serves the goals of this course:

One of the major goals of the course is to explore duties and responsibilities related to administration of quality early childhood programs including planning, financing, operating, and evaluating. Through the writing process involved in completing the assignment called, Staff and Parent Handbook, students in EECE 437 will have to understand what content should be addressed in their handbook and how important it is for the content to be coherent and clear to their staff and parents. Therefore, students will not only work on their writing ability to communicate clearly to their staff and parents, but also become familiar with the duties and responsibilities of early childhood administrators that need to be included in their handbook. Also through informal writing students will be doing throughout the semester students will reflect on the duties and responsibilities of early childhood program administrators and issues they face. Therefore, the informal writing will also serve the specified course goal above.

Another major goal of the course is demonstrating a proactive, problem-solving approach to advocacy through use of effective scholarship in creating and presenting an advocacy position paper addressing a current challenge in the field of early childhood education. Through the Advocacy Position paper writing, students will have to explore critical issues affecting young children and their family, choose an issue that they feel most important or critical, take a stance on the issue, research on the topic looking at both sides of the issue, advocate for their stance based on research and solid logic in a written form, and present it to class. All those activities involved in completing the assignment help students achieve the course goal regarding advocacy.
II. Four Written Communication competencies that are addressed, and how the skills are developed:

a) The development of coherent writing including invention, organization, drafting, revising and editing. This competency will be developed through two assignments, the development of components of the Staff and Parent Handbook, and the development of an Advocacy Position paper. Especially with the Advocacy paper, students will be required to submit their draft and get feedback from their peers before they submit their final paper. Therefore, the drafting, revising, and editing are part of the assignments explicitly built into it. Regarding the Staff and Parent handbook students will prepare policies and documents which will be reviewed and edited by their peers for clarity and professionalism.

b) Consult effectively and appropriately with others to produce quality written products. This competency will be developed through the Advocacy Position paper, where peers will participate in peer reviews of their classmate’s papers. This feedback will then be addressed before they submit their final paper for grading.

c) Locate, use and cite appropriate primary and secondary source materials from both print and electronic resources. This competency will be developed through the advocacy position paper where a minimum of 10 resources are required. At least half of the required resources must be print sources and the remainder can be electronic resources.

d) Use correct grammar and mechanics in writing. This competency will be developed through the Advocacy Position paper, the Staff or Parent Handbook documents, as well as all assigned reflections because correct use of grammar and mechanics are expected requirements in the rubrics of assignments.

III. Minimum of 16 pages of formal, polished writing:
This criterion will be met through two assignments, the 8 – 10 page Advocacy Position paper, and the minimum of 10 pages of written policies/information as part of the construction of a Parent/Staff handbook.

IV. At least one assignment that requires drafting and revision:
This requirement is met through the Advocacy Position paper, and the document development assignment (Staff/Parent handbook).

V. Informal, writing to learn assignments:
Students will be conducting in class reflections on what they observed and learned in their embedded practicum placements. In addition, throughout the semester students will be asked to reflect on what was discussed in class, or to reflect on what they read. The instructor will review to check for comprehension and readiness to move on.

VI. Indicate how the quality of student writing will affect the course grade:
Course assignments which involve a writing component will have a rubric to identify how the quality of writing will impact the grade (see attached rubrics).

Instructional Strategies: Lecture, field experiences, group discussion, reflecting and writing, case study or vignettes, project development, videos, guest speakers, and in-class activities.
Course Requirements: (These are tentative and will adjust to meet the group’s needs.)

1. Assignments:

a. Document Development--Staff & Parent Handbook: (20%) (Standard C3c; C3d; C3e; D2c; D2d; K4) Students will design key elements of a staff handbook and a parent handbook, including preparing program philosophy and vision statements, job descriptions, staff and program evaluations, and policy development. Students will use rules, regulations and standards from either ND or MN to guide what must be included in these documents. Written handbook components will require 10 – 15 pages of error free writing. (Formal writing – addresses two written competencies; use coherent writing process including invention, organization, drafting, revising, and editing to form an effective final written product and use correct grammar and mechanics)

b. Program Administration Scale: (20%) (Standard A1; K4) Students will complete an assessment of the administration of the program of their placement in cooperation with the program director. Each student will develop final reflection and recommendations based on findings of the Program Administration Scale. (Informal writing – Uses one written communication competency; use correct grammar and mechanics.)

c. Advocacy Position Paper: (30%) (Standard A 1; L2) Students will develop an advocacy position paper addressing a current issue in the field of early childhood education. This paper will employ professional scholarship strategies and will be presented to the class. The process will include submission of initial drafts and subsequent revised versions. 25 % of grade will be assigned to the final written product and 5 % of the grade will be assigned to the class presentation. More detailed description will be provided in class.

   a. Advocacy position paper (25%) The paper should advocate a position about a current issue being debated in the professional literature of early childhood. It should be 8-10 pages long and include a minimum of 10 sources, 50% or more being library (print) sources; others may be from the Internet. The paper should be written in Times New Roman font, one inch margins, 12-point size, and double spaced. Include a title page and reference page at the end (these are not counted as part of your 10 pages). Use correct grammar and APA format throughout the paper. Students will do per reviews of their fellow classmate’s papers, prior to the final paper being due. (More information will be available in class.) (Formal and informal writing, addresses all four of the written communication competencies identified in course objective 8.)

   b. Advocacy position paper presentation (5%) Students are expected to prepare an advocacy presentation of 10 – 15 minutes and facilitate a brief class discussion of 5 – 10 minutes on their topic. Before students present to the class, they will distribute their advocacy paper electronically to the class. Students should distribute a handout to accompany the presentation and should prepare any presentation needs prior to the presentation.
d. **Embedded Assignments: (20%) (SEP 9M)** Students will complete a variety of ongoing assignments related to understanding roles and responsibilities of program directors while at their program placements. These will include reflections, assessments, interviews, document reviews, and use of technology applications within education programs (i.e. budgeting, scheduling, assessment, and curriculum software). More detailed instruction on the assignments will be provided in class. The total worth of these ongoing assignments is 20% of grade. (Informal writing – Use correct grammar and mechanics.)

e. **In-class Activities: (10%)** Students will complete a variety of in-class activities that will require out of class preparation ahead of time. These will include class discussions, participation in writing groups, and completion of “smaller” projects or assignments, including informal writing in class. Students should be prepared to engage in a serious and professional manner in class discussions and in these daily written assignments. In-class activities that are missed for any reason cannot be made up. The total worth of these ongoing in-class activities 10% of grade. (Informal writing – grammar and mechanics.)

2. **Complete the Required Embedded Hours** – This course includes several embedded field experience hours. Students will be expected to complete the required field experience hours and assignments related to those experiences.

3. **Participation in Class Activities:** A variety of teaching strategies will be employed in this course; however, class discussion will be the most primary activity and your active participation is essential component of this course. Class discussions whenever possible, should demonstrate the thinking levels of application, analysis, synthesis, and evaluation. The course also utilizes informal writing to enhance student reflection and engagement in class discussions.

4. **Writing Group Participation:** About a week before the due date of the final paper, the class will be divided into writing partnerships. Each student will be involved in responding to another student’s rough draft, testing one another’s papers for clarity, structure, logic, and persuasion. Within each pair, students will receive both written and oral response to their written drafts from fellow writers. Students should participate in their writing partnerships seriously and consistently, attempting to give honest feedback to other authors.

**Evaluation:** Your final grade will be based on 100 points composed of the following: (These are tentative and will be adjusted to meet the group’s needs).

1. Document Development: 20 %
2. Program Administration Scale: 20%
3. Advocacy Paper Writing and Presentation: 30%
4. Embedded Assignments: 20%
5. In-Class Activities: 10%

Grades will be based on the percentage of points you earn in the course:

- 94- 100 % = A
- 92 – 93 % = A-
- 88 – 91% = B+
- 79 - 81% = C+
- 76 – 78% = C
- 73 – 75% = C-
85 – 87 % = B  
69 – 72% = D +  
82 – 84 % = B-  
65 – 68% = D

Students will be provided an addendum to the syllabus that clarifies each assignment, and addresses how the quality of the writing will affect the course grade.

**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Standards Addressed: 8710:3000 Subpart 3</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>What is a director?</strong> Roles and Responsibilities, Management styles, Curricular Leadership and Standards</td>
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<td>2.</td>
<td><strong>Leadership: Current Issues in the Field</strong> - Leadership vs. management. Personal assessment of leadership skills. Traits of effective leaders.</td>
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<td>3.</td>
<td><strong>Advocacy Skills</strong> After discussing advocacy skills, <em>guidance on writing an advocacy paper will be provided</em> and possible topics will be discussed.</td>
<td>A1</td>
<td></td>
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<td>4.</td>
<td><strong>Establishing a program:</strong> Assessing Community Need, Program Philosophy &amp; Vision, Working with a Board, NAEYC DAP and NAEYC Code of ethics</td>
<td>A1</td>
<td></td>
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<td>5.</td>
<td><strong>Staffing:</strong> Hiring, Policies, Orientation, Job Descriptions, Diversity in the Workplace, Supervision, Support &amp; Professional Development</td>
<td>9M</td>
<td></td>
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<td>6.</td>
<td><strong>Licensing:</strong> Rules, Regulations and Standards, Health, Nutrition and Safety, Required Document, Curricular requirements, Materials, Equipment and Space,</td>
<td>C3c C3d C3e D2c 9M</td>
<td></td>
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| 7.   | **Round Table Presentations**  
**Finances:** Financial Plan, Budgets, Budgeting systems, Funding Sources and Reporting  
**Evaluation:** Evaluating Center Components | Staff and Parent Handbook Due | |
| 8.   | **Writing groups – Feedback Week** | | |
| 9.   | **Round Table Presentations**  
**Program Management:** Enrollment Strategies, Marketing and Publicity, Relationships with the Community,  
**Guest speaker on neglect and abuse reporting** | Program Administration Scale Due | C3d C3e D2e K4 L2 |
<table>
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<tr>
<th>10.</th>
<th>Round Table Presentations &amp; Wrap Up</th>
<th>Advocacy Paper Due</th>
<th>L2</th>
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