EDEC 794
Leadership, Advocacy, and Collaboration in Early Childhood Settings

I. Descriptive Information:
   A. Course number and title: EDEC 794: Leadership, Advocacy, and Collaboration in Early Childhood Settings
   B. Bulletin Description: An overview of the purposes, organizational structure, sponsorship, funding sources, and advocacy for early care and education programs and the characteristics, roles, and responsibilities of leaders in the field.
   C. Course Credit: 3 semester hours
   D. Prerequisite: Graduate Standing
   E. Intended Audience: Graduate students in Early Childhood Education
   F. Instructor: Herman T. Knopf, Ph. D.
      Office Location: CDRC 208
      Telephone: (803) 777-0934
      Electronic Mail: hknopf@sc.edu
   G. Course Meeting Times: Tuesdays 4:30 PM-7:15 PM
   H. Office Hours: By Appointment

II. Statement of course Goals and Objectives:
   A. Goals: Participants in this class will be able to:
      1. Identify types of early childhood programs and the auspices under which they operate
      2. Demonstrate knowledge of current research identifying characteristics and benefits of quality early childhood programs
      3. Demonstrate an understanding of the impact of public policy on early care and education
      4. Demonstrate the understanding of the role of advocates in the formation of policies affecting young children and families
      5. Demonstrate an understanding of the socio-cultural-economic characteristics of modern families
      6. Demonstrate an understanding of the ethical dimensions of working with young children and administering early care and education programs
      7. Demonstrate knowledge of skills and competencies required of administrators working in early care and education including staff supervision and evaluation, staff development, budgeting and fiscal management, facility management
B. Objectives: Students will be able to:

1. Define the following:
   a. Early Childhood Education as a field of study and expertise
   b. Early care and education
   c. Regulatory standards
   d. Program accreditation
   e. Professional certification
   f. Professional development
   g. Program administrator

2. Describe the major characteristics of the following types of programs for young children:
   a. Public and private kindergartens, preschools and child development programs
   b. Early Head Start, Head Start, and Even Start
   c. Private for-profit child care centers
   d. Faith-based child care centers
   e. Laboratory schools
   f. Corporate sponsored child care
   g. Family child care
   h. Programs meeting children’s special needs (i.e. developmental delays, homelessness, at-risk for abuse or neglect)

3. Identify the ethical dimensions of professional leadership

4. Identify state agencies involved in early care and education and describe each agency’s role and responsibilities

5. Analyze systems of quality assurance and program evaluation: SC DSS Child Care Regulations, nationally recognized quality evaluation instruments and the NAEYC Early Childhood Program Standards and Accreditation Performance Criteria

6. Analyze the processes of staff evaluation and their relationship to professional development

III. Required Texts:


Additional Reading Material to be made available via Blackboard
IV. Academic Course Requirements:

A. **Professionalism and Participation (10 points):** This course is designed to provide opportunities to ask questions, contribute to class discussions and activities, and share relevant experiences. Therefore, participation and professionalism are extremely important. You are required to be prompt, attentive, to make contributions to small and whole group discussions, and to contribute to Blackboard forums. You should reflect a positive attitude, honor confidences, and respect and support the needs of others.

B. **Program Quality and Needs Assessment (30 points):** Throughout the course this semester we will be exploring the importance of program evaluation. To help you understand the connections between program evaluation and the identification of professional development needs, you will conduct a program evaluation using a nationally recognized instrument. Based on your analysis of the assessment data you will write a program evaluation report. This report will include a description of the program strengths, areas of needed improvement, and a professional development plan that prioritizes the programmatic needs and will lead to enhanced quality of care and education provided to the children enrolled. **DUE: March 17**

C. **Interview with Early Childhood Leader (30 points):** The best way to learn the characteristics of effective leaders is to learn from leaders themselves. Select an individual who you believe to be an effective leader in the field of early childhood care and education. Identify a list of questions that will help you understand the characteristics that have contributed to her/his success. Once you have completed your interview(s) you will review the interview notes and transcripts and summarize what you have learned through a written report to be shared with your colleagues in this course. **DUE: April 28**

D. **Early Childhood Advocacy Project* (30 points):** The purpose of this assignment is to help you identify yourself as an advocate for young children and early childhood professionals. In completion of this assignment you will identify and research an issue that is of interest to you and has the potential to directly or indirectly impact the lives of children. You will then present this issue to the class in 10 minutes or less and present a 1 page handout to all class members. When presenting this issue it is important to examine the potential impact from multiple vantage points and construct an argument that proposes some form of action. **DUE: Exam Week**

*This assignment is a key assessment used to provide evidence of student proficiency in achieving NAEYC Standards for Advanced Programs.
V. Administrative Course Policies

A. Active Participation: You are expected to actively participate in all class activities. The University attendance policy will be followed. Additional absences, tardiness and leaving early will result in a grade penalty.

B. Late assignments: All assignments are to be submitted on time. All assignments received after the posted due date will be assessed a 10 point deduction per day the assignment is late.

C. Grading Scale: 93-100=A 89-92=B+ 85-88=B 81-84=C+ 77-80=C 70-76=D

VI. Evaluation and Grading

A. Program Quality and Needs Assessment 30 points
B. Interview with Early Childhood Leader 30 points
C. Early Childhood Advocacy Project* 30 points
D. Professionalism and Participation 10 points

TOTAL: 100 Points

VII. Major Topics

• Our place in this world: Identify how early childhood educators serve America’s children and their families, with an emphasis on providing services that meet the needs of diverse families.

• Individual Needs Assessment: What roles do you play in the field? What segments of the profession are you most familiar with? What are your professional goals as a leader in the field and where are your professional needs?

• Professional Ethics: Becoming familiar with the content of the NAEYC Code of Ethical Conduct and the Code’s Supplements (Supplement for Adult Educators and Supplement for Program Administrators)

• Rules, Laws and Program Accreditation and Evaluation: Institutional structures that determine and ensure the quality of services.

• Building the vision: The importance of your program philosophy and mission.

• Leadership and Management in Early Childhood Programs: Organizational structures of early childhood programs and the principles of leadership in early childhood education. Overview of skills and competencies required of administrators working in early care and education including effective interviewing and hiring practices, staff supervision and evaluation, staff development

• Money, money, money, MONEY: Funding streams, record keeping, financing and budgeting to ensure the fiscal health of early childhood programs.

• Advocacy 101: Overview and begin work on advocacy projects
• **Making a difference through advocacy:** Brainstorm topics as the focus of advocacy efforts and roll play effective advocacy strategies.

• **Planning for families:** Strategies to systemize engagement with families and clients to increase effectiveness and efficiency.

• **Marketing your program:** Connecting program philosophy, vision, goals, and public perception

• **Early childhood education as political activity:** Summarize current legislative or policy developments related to early childhood education and young children.

VIII. **Modes of Instruction**

A. Lecture

B. Guest Speakers

C. Video

D. Large & Small group discussion

E. Blackboard Discussion board

F. Field Work

IX. **Bibliography**


http://www.childrensdefense.org/site/DocServer/Child_Welfare_In_the_United_States06.pdf?docID=3512


