I. Catalogue Description and Credit Hours of Course
Quality indicators of program leadership; criteria for leadership and advocacy; administrative role in program vision, evaluation, accountability, and continuous improvement. (3)

II. Prerequisite(s)
None

III. Objectives of the Course
A. Define the role of the administrator-leader.
B. Identify the social and group dynamics of an organization.
C. Identify types of leadership styles.
D. Categorize types of organizational climates and their effects on work relationships.
E. Evaluate personnel and program effectiveness.
F. Apply codes of ethical conduct to leadership and advocacy.
G. Demonstrate competency in oral and written communication related to program operations.
H. Analyze the efficacy of collaboration among school, family, and community.
I. Articulate approaches to mentoring, coaching, and conflict resolution.

IV. Student Learning Outcomes
A. The student will define personal leadership style.
B. The student will write an individualized professional development plan.
C. The student will apply the NAEYC Code of Ethics and Supplement for Early Childhood Program Administrators to a case study.

V. Expectations of Students
A. Active participation in peer discussions, reviews, and activities
B. Satisfactory completion of course assignments and examinations
C. Complete one professional contribution toward the Missouri Director Credential (Professional Leadership, Program Improvement, or Advocacy)

VI. Course Outline
A. Role of the leader
   1. Cultivating a vision for the program
   2. Writing a mission statement
   3. Developing working relationships with families, personnel, and community
B. Organizational Theories
   1. Types of organizational systems
   2. External environments
   3. Organizational culture, climate, and communication
   4. Organizational power

C. Leadership
   1. Leadership definitions
   2. Gender differences in leadership definitions
   3. Visionary leaders
   4. Types of leadership
      a. Transformational leadership
      b. Situational leadership
      c. Servant leadership
      d. Transductive leadership
   5. Emotional Intelligence Theory (Goleman) implications

D. Leader as Change Agent and Advocate
   1. Expectations, assumptions, and beliefs about change
   2. Sources of organizational change
   3. Facilitation or inhibition of change
   4. Models of change and time
   5. Recognition of needs and plans for advocacy

E. Organizational Climate
   1. Types
      a. Stable
      b. Turbulent
      c. Stagnant
      d. Transitional
      e. Nurturing
   2. Effects of climate on work relationships

F. Assessing and Evaluating Individual Needs
   1. Learning modalities
   2. Stages of adult development
   3. Psychological types
      a. Dispositions
      b. Beliefs and values
   4. Receptive and expressive communication styles
   5. Motivation
      a. Personal
      b. Career
   6. Professional development plans
G. Assessing and Evaluating Program Needs
   1. Strategies and tools
   2. Personnel and family involvement
   3. Community needs
   4. Solutions and action plans

H. Ethics
   1. Codes of conduct
      a. NAEYC Code of Ethical Conduct and Statement of Commitment
      b. Personal and professional
   2. Culturally responsive ethical practice

I. School-Family and School-Community Collaborations
   1. Relationships and interactions for cooperation
      a. Families
      b. Communities
   2. Ethic of care and respect for diverse value systems
   3. Measurement of success
      a. Barriers
      b. Supports
      c. Outcomes

J. Personnel Asset Development
   1. Mentoring and coaching
      a. Professional practice target outcomes
      b. Identification of professional practice needs
   2. Conflict resolution
   3. Self-evaluation, reflection, change

VII. Textbooks
VII. **Basis for Student Evaluation**

Peer Discussions, Reviews, and Activities 30%
Assignments and Exams 50%
Professional Contribution 20%

Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100%—90%</td>
<td>A</td>
</tr>
<tr>
<td>89%—80%</td>
<td>B</td>
</tr>
<tr>
<td>79%—70%</td>
<td>C</td>
</tr>
<tr>
<td>69%—60%</td>
<td>D</td>
</tr>
<tr>
<td>59%—below</td>
<td>F</td>
</tr>
</tbody>
</table>

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. **Academic Policy Statement**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html).

X. **Student with Disabilities Statement**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to [http://www.semo.edu/ds](http://www.semo.edu/ds).