



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**ECE 4550 Administrative Operations in Early  
Childhood Education  
3 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

1. Explain how state licensing guidelines, NAEYC accreditation standards, and local quality rating standards promote quality programs for young children.
  - a. Construct a program portfolio that demonstrates compliance with NAEYC Accreditation Standard 10 on Leadership and Management.
  - b. Examine the history and current status of our state quality rating and improvement system.
  - c. Identify the requirements for a successful state licensing visit.
  
2. Analyze multiple management and leadership competencies.
  - a. Explore the benefits of proactive job orientation.
  - b. Interpret the role of the supervisor as it relates to managing and resolving conflict.
  - c. Describe meaningful evaluation of staff and administrative practices.
  
3. Summarize the administrative role of the early childhood professional.
  - a. Compare and contrast advocacy from the teacher's role versus the administrator's role.
  - b. Facilitate program growth through leadership processes, including staff development.
  
4. Explain the interrelatedness among ethics, legal issues, and program policies as they relate to:
  - a. Staff
  - b. Children and families
  - c. Community
  - d. The profession

**Big Ideas and Essential Questions**

## **Big Ideas**

- Legal issues, policies, and ethics
- Professionalism
- Regulatory guidelines
- Management and leadership competencies

## **Essential Questions**

1. What are the differences between a manager and a leader?
2. What makes an effective leader?
3. How does an effective administrator promote program community?
4. How do the effects of external regulatory agents influence quality programming for children?

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These SLOs are not approved for experiential credit.

**Effective: Spring 2018**