

EDUCATION

Early Education Administration

PROFESSIONAL COMPONENT: 12 hours

- EDU 5113 Research Literature and Technology
- EDU 5423 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5723 Principles and Practices in Early Childhood Education

CORE COMPONENT: 12 hours

- EEA 5113 Strategic Planning in Early Education Programs
- EEA 5123 Administrative Leadership in Early Education Programs
- EEA 5133 Instructional Leadership in Early Education Programs
- EEA 5143 Leadership Development in Early Education Programs

RESOURCE AREA COMPONENT: 6 hours

6 hours from the following:

- EDU 5713 Studies in Classroom Management
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies of Learning
- RDG 5113 Instructional Leadership and Assessment for Early Readers and Writers

ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

The Master of Education in Early Education Administration is designed to provide early education (birth-age to five years) administrators with the spiritual, academic, professional, and cross-cultural knowledge and resources they need to be highly qualified leaders for the faculty, staff, children, parents, and surrounding communities they serve.

Objectives

Upon completion of the program students will be able to:

1. Demonstrate knowledge in the field of early education as it pertains to the development of mission statements, strategic planning, ethics, curriculum design, and accreditation issues.
2. Apply for certification in Early Education through Christian Education accrediting agencies.
3. Demonstrate competency in leadership and administrative tasks associated with early education programs including but not limited to budgeting, legal issues, interpersonal and professional relationships, and spiritual leadership.

4. Guide their early education staff in the formation of instructional programs that address areas such as developmental appropriateness, assessment, classroom environment, differentiated instruction, curriculum design, diversity, emergent literacy issues, and biblical integration.
5. Demonstrate knowledge of the overall development of children from birth through age five, as well as how that development impacts the learning process.

Prerequisites

Before formal admittance students will need to have credit or provide proof of experience in the areas relating to educational psychology, literacy, and early education methodologies or will need to take leveling courses, such as the following:

ECE 1113 Foundations of Early Childhood Education

PSY 3353 Psychology of Education

RDG 3123 Literacy Instruction I

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.