

Texas A&M University-San Antonio  
College of Education and Human Development  
**EDEC 5315 Advocacy**  
(HB 2504 Syllabus)

**A. Course Description**

This course explores the concepts of leadership, change, improvement, and innovation as they impact different advocacy pathways to address contemporary challenges in the field of early childhood. Research on or participation with an advocacy effort is required.

**B. Major Course Assignments**

- Weekly Web of Ideas
- Interview with a Strong Advocate
- Reflected Best Self Exercise
- Advocacy Community Participation
- Final Advocacy Project
- Final Visual Representation

**C. Learning Objectives**

At the end of this course, the student will be able to:

- Identify a challenge in the field of early childhood that is of personal and professional interest and communicate through verbal and written formats the research, theories and policy implications associated with this challenge.
- Describe contemporary issues impacting the field of early childhood, including, the alternative views that generate tension around that issue and the research and theoretical foundations for those issues.
- Identify the professional roles and responsibilities of Early Childhood Professionals as they are related to advocacy work.

**D. Lecture or Discussion Topics**

Contemporary issues in early childhood; advocacy; types of advocacy; dispositions & pathways; activism; change; innovation; improvement; quality improvement; professional development; educator leadership; courageous leadership; collaborative leadership; leadership from within; sustainability; leadership ecosystem; systems thinking; policy; external funding and grant writing.

**E. Required Readings**

- Douglass, A. (2017). *Leading for change in early care and education*. Teachers College Press.
- Long, S., Souto-Manning, M. & Vasquez, V. (2016). *Courageous leadership in early childhood education*. Teachers College Press.
- Additional Readings as assigned and posted on Blackboard under.

If you have a substantiated concern about any course materials, please reach out to me to schedule a one-on-one meeting to explain their purpose and relevance, and when applicable, we will work together to find an alternative way for you to meet the course objectives while addressing your concern.

**F. NAEYC's Professional Standard 6: "Becoming a Professional"**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.