

Webster University

Course Syllabus

ECED 5830 02
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Sheila Sherman

COURSE NUMBER AND SECTION

INSTRUCTOR
E-MAIL ADDRESS

Administration of Early Childhood Programs FA 2004
3

COURSE TITLE

TERM
CREDIT HOURS

Webster University

SITE

Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course will focus on constructing a framework for administering an early childhood program examining types of programs, philosophies, development of goals and policies. Leading and managing, financing and budgeting, the physical facility, legal issues, federal and state regulations will also be examined. Staff selection, training and supervision, community outreach and parent involvement will be considered.

Learning Outcomes: (goals, objectives, course outcomes, etc.)
Identify any MOSTEP or professional standards that are met by each learning outcomes.

1. Develop philosophy and goals for an Early Childhood Education Program. (MOSTep 1)
2. Construct the organization of a school (center).(MOSTep 6)
3. Understand the effect of positive communication with other administrators, staff, families and children. (MOSTep 7)
4. Examine other programs and identify the strengths and weaknesses.(MOSTep 5)
5. Design the physical environment which supports the curriculum. (MOSTep 4)
6. Consider the process of recruitment, interview, selection, training and evaluation of staff. (MOSTep 9)
7. Examine the planning process of financing and budgeting. (MOSTep 8)

8. Gain knowledge of legal, federal and state issues and the implementation into the program.(MOSStep 7)

9. Understand the importance of professionalism and adopting a code of ethics which supports children and families.
(MOSStep 9)

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1 - August 24

Introduction

Outline of course and student participation

Administration and developmentally appropriate practice

NAEYC's position statement

Guidelines for decisions

Essential policies for achieving developmentally appropriate early childhood programs

NAEYC Code of Ethical Conduct, Amended 1997

Chapter 1 - Overview of Early Childhood Programs

Week 2 - August 31

Leadership

Chapter 2 - Planning, Implementing and Evaluation the Program

Week 3 - September 7

Leadership

Chapter 3 - Considering Regulations and Establishing Policies

Week 4 - September 14

Personnel Management

Chapter 4 - Leading and Managing Personnel

Week 5 - September 21

Finance

Chapter 5 - Planning the Physical Facility

Chapter 6 - Financing and Budgeting

Week 6 - September 28

The Children

Chapter 7 - Planning the Children's Program

Chapter 8 - Providing Nutrition, Health, and Safety

Services

Week 7 - October 5

Families

Chapter 10 - Working with Families

Week 8 - October 12

Student Presentation of Research

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Decker, C.A. & Decker, J.R.2001. Planning and Administering Early Childhood Programs, Merrill/Prentice Hall
Bloom, P.J., 1988. A Great Place To Work, NAEYC

Supplemental Readings: Bredekamp,.S., Developmentally Appropriate Practice in Early Childhood Programs. Revised Edition, 2000.
NAEYC Code of Ethical conduct. Amended 1997

Audio-visual/other: (Provided as needed)

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Research Paper - 30%

Students will employ action research on a current topic in administration of early childhood programs and write a research paper. The research paper must be typed, double-spaced, following APA (5th ed.) guidelines. It must be 6-10 pages not including references or appendices. A minimum of 6 references must be used. No more than 3 of these can be electronic (internet) references.

Documentation board will illustrate the paper.

If you have never written a research paper or have forgotten, it is the student's responsibility to seek the appropriate resources and learn.

Plagiarism is a serious offense. Be sure you reference your work appropriately and cite page numbers as well as authors for direct quotes. This information is found in the APA manual. Any student plagiarizing will receive an automatic No Credit for the course and may be dismissed from the MAT program.

Examination(s) - No

Class presentation(s) - 30%

Students will be assigned readings to present in discussion groups during the term. The student is responsible for designing discussion questions based upon the readings and facilitate a 25 minute group discussion. STUDENTS ARE RESPONSIBLE FOR ALL OF THE READINGS. IT IS DIFFICULT TO FACILITATE A DISCUSSION IF NO ONE HAS READ THE ASSIGNED READINGS.

Curriculum Project - No

Class Participation - 20%

Class Attendance - 20%

No more than one excused absence is permitted. A no-credit is given to anyone missing more than two classes. This is in keeping with the School of Education policy reported in the Graduate Catalogue. It is the student's responsibility to notify the instructor of an absence. It is also the student's responsibility to make up missed work, and pick up any handouts or notes.

Other

Incompletes are given at the discretion of the instructor and under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class except in extreme cases. A letter grade of "B" is the highest grade given to students granted an incomplete.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings: There may be additional assignments as needed to fulfill the class expectations.
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project
 - e) Other

This is a MAT class. All students are expected to achieve a minimum of above average work. This not only includes content knowledge, but also writing and problem-solving skills. I expect the work to be the caliber of graduate students.

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Projects/Papers will be returned during the last meeting period.
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
 - Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.