

EDUC 4343

Organization and Administration of Early Childhood Programs

Course Description

This course is designed to address issues and increase understanding of the functions and responsibilities of administrators in early learning and care programs. Topics included are: types of programs, appropriate curriculum, staffing, scheduling, environmental design, equipment, financing, licensure, and regulation requirements. Students are required to spend (7) hours in an early learning and care setting with a focus on the administration aspect of the program.

Course Prerequisites

ECFS 274 – The Study of Young Children

ECFS 374 – Curriculum and Instruction for ECE

Required Materials

REQUIRED TEXT:

Administration of Programs for Young Children
Click, P. M., Karkos, K. A., Robertson, C.
9th Edition, Cengage Learning 2014
ISBN-13: 9781133938989
ISBN-10: 1-133-93898-1

Supplemental Materials:

Regulations and application for the operation of a child care center/family day care home in the state of South Carolina,

South Carolina

Department of Social Services
Division of Child Day Care Licensing
P.O. Box 1520
Columbia, SC 29202-1520
Phone: (803) 898-9001

NAEYC's Code of Ethical Conduct - National Association for the Education of Young Children (NAEYC).

Web links:

National Association for the Education of Young Children: www.naeyc.org (Links to an external site.)

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Program Learning Outcomes

PLO#1	Demonstrate knowledge and understanding of young children's characteristics, needs and development and learning
PLO#2	Demonstrate knowledge of family and community characteristics and support them through relationships
PLO#3	Use content knowledge to build meaningful curriculum and effective programs
PLO#4	Uphold ethical standards and professional guidelines and engage in informed advocacy for their families
PLO#5	Engage families in young children's development and learning and in curriculum planning a

Course Learning Outcomes

CLO#1	Evaluate the "planning functions" of an administrator, including types of programs, philosophy, curriculum, parent's involvement and program policies, differentiate between the process of state licensure and national accreditation

CLO#2	Analyze the “operational “ function of an administrator, including licensing regulations, accreditation, legal issues, resource management and fiscal management, identify key elements of a parent handbook,
CLO#3	Describe the” supervisory functions “ of an administrator, including employment processes, personnel policies and staff development practices, identify key elements of a personnel handbook
CLO#4	Summarize the “evaluation functions’ in an early childhood program, including evaluation processes for staff, children and the program,
CLO#5	Identify the typical elements of income and expense for a child care business and create a startup budget using established parameters, identify marketing strategies for the program

Course Learning Assignments and Assessments

Grading

Grade Category 1 Discussions/Faith-Based	25 %
Grade Category 2 Content Questions	20 %
Grade Category 3 Journal Articles	15 %
Grade Category 4 Field Experiences	20 %
Grade Category 5 Case Studies	20 %
Total	100%

Grade Category 1 - Discussions – 25 %

The Discussion Board will be graded on a weekly basis and your overall grade will be an average of the individual grades that you receive on each. Each session contains prompts related to the session’s learning outcomes. In addition to responding to these prompts, you should engage in the discussion by initiating posts and responding to the posts of others in the class in order to advance the conversation. Students must post

their initial post by Wednesday's at 11:59 and responses to their peers by Saturday's at 11:59 pm. Some possible ways that you might engage your classmates:

- Post an opinion based on reading/research you do on the topic.
- Respond thoughtfully to the topic from your own experience
- Provide links and resources related to the topic that would be of interest to your classmates
- Thoughtfully rebut another participant's comments
- Synthesize the current class discussion by summing up the discussion points

Faith-Based Discussions/Reflections: each week you will have a discussion that connects our faith to the content of the course. This is an important component of the course and an opportunity to share with your classmates. You are encouraged to give your classmates feedback!

Grade Category 2 – Chapter Content Questions – 20 %

Content Questions: You will have content questions to answer from each chapter. Answer the questions in your own words after reading the chapter. These must be in narrative form.

Grade Category 3 Journal Articles – 15 %

Journal Articles: You are required to read three journal articles related to the content of the course. Follow the guidelines of the assignment. The directions and a rubric are provided.

Grade Category 4 – Field Experiences– 20 %

Apply the knowledge that you have learned from the chapters. You will have weekly assignments that will require your interaction with professionals, parents and colleagues. Responses should reflect your academic/professional observations and experiences.

Grade Category 5 Case Studies – 20 %

The case studies require your response to hypothetical situations.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
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96-100	A	4.0
93-96	A-	3.7
90-93	B+	3.4
87-90	B	3.0
84-87	B-	2.7
81-84	C+	2.4
78-81	C	2.0
75-78	C-	1.7
73-75	D+	1.4
70-73	D	1.0
<70	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Late Assignment Policy

Assignments

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Assignments are due by midnight on the days specified.

In the case of extenuating circumstances (such as hospitalization, child birth, major accident, injury, military obligation, or bereavement), it is the responsibility of students to contact the instructor as soon as practicable. The instructor may waive the penalty for late work if the circumstances are justified.

Students must submit final course assignments no later than the last day of the term. No assignments are accepted after the last day of the term.

Discussions

Students must submit discussion board postings during the time frame indicated.

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations \(Links to an external site.\)](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the

course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” found under mySWU’s Student tab under [Learning Resources \(Links to an external site.\)](#). Any student desiring accommodations must send a request and supporting documentation to Dr. Tonya Strickland at tstrickland@swu.edu.