

**EDUC 574**  
**EARLY CHILDHOOD PROGRAM ORGANIZATION AND MANAGEMENT**

Semester Hours: 3 hours, graduate

**GOALS**

This course provides teachers with the basic knowledge (learning) needed for administering programs for young children. Students will gain expertise in the administrative aspects of such programs in preparation for leadership roles in the early childhood profession. They will also be introduced to the role of advocacy in early childhood. A variety of resources that will help them continue to learn and to grow professionally in this field are explored.

**OBJECTIVES**

1. Identify the components of a quality program for young children, based on a sound, developmental (and for church programs, Christ-centered) philosophy. (LD3, LR7)
2. Exhibit knowledge about organizing and operating various types of early childhood programs, including such aspects as selection of a Board, securing of a site, budget and finance, securing of equipment. (LR7)
3. Build a file of resources that could be used in planning and organizing a program for young children. (T5,LD3,LR7)
4. Demonstrate knowledge of federal, state, and local licensing standards and regulations for preprimary programs and teachers, including provisions to be made for children with special needs and from diverse cultures. (LR4,LR7)
5. Demonstrate knowledge of appropriate nutritional management in programs for young children. (T6,LR7)
6. Exhibit knowledge of procedures for staff selection and for working with staff as an instructional team, including considerations for staff members with diverse cultural backgrounds. (LD1,LD2, LD8,LD9,LR4,LR7)
7. Identify appropriate ways of providing in-service training for staff members in a program for young children. (LD1,LD4,LD5,LD8,LD9,LR5)

8. Recognize and identify professional organizations for teachers of young children and for program directors, and explain their roles and functions. (LR5)
9. Exhibit a knowledge of appropriate ways to involve parents or the child's home caregivers in the school or child care program, including such involvement as is required by law for parents of special needs and of Head Start children. (LD1,LD8,LD9,LR4)
10. Identify community resources and agencies that benefit the families of young children, and/or assist the teacher in developing and maintaining the program for young children, with special attention to those agencies that assist families with special needs (e.g. handicapping conditions, poverty, etc.) (LD5,LR4,LR7)
11. Demonstrate a knowledge of legislation and public policy as it affects children, families, and programs for young children, including those with special needs and children of diverse cultures. (LR4,LR7)
12. Identify the qualities of an exemplary director and leader in the field of early childhood education. (LR7)
13. Explore the role of advocacy in the early childhood field. (LR7)

## REQUIRED TEXTS

Harms, T., Clifford,R., & Cryer, D. (2005). Early Childhood Environment Rating Scale. (Rev. Ed.). New York: Teacher's College Press.

Robinson, Adele, & Stark, Deborah. (2002). Advocates in Action: Making a Difference for Young Children. Washington, DC: NAEYC.

The Art of Leadership: Managing Early Childhood Organizations. (Rev. Ed.) (2003). Roger & Bonnie Neugebauer, Eds., Redmond, WA: Child Care Information Exchange.

## STUDENT ROLES

Students will be evaluated on the basis of the quality, thoroughness, and organization of their work as they complete the following tasks:

1. Study the basic textbook according to schedule of assigned topics. (LR7)
2. Explore relevant issues on the basis of your teaching experience and

- other situations known to you. (T9,LD2)
4. Do such assignments as might be assigned, e.g. study philosophy statements from a number of preschool handbooks, study legislation regarding early childhood (LD2,LR6,LR7)
  5. Identify a sound philosophy for your early childhood program. (LD1,LD6,LR3,LR7)
  6. Become familiar with the different types of and role of advocate. (LD2, LR6, LR7).
  7. Plan a Staff In-Service. (LD2, LR6)
  8. Complete and ECERS assessment of an early childhood center. (T1)
  9. Identify the role of families in early childhood education.

### **Course Content**

1. The Director and Professionalism
2. Advocacy
3. Organizational Management
4. Financial Management
5. Personnel Management
6. Program Development and Evaluation
7. Community Relations
8. Connecting with Children and Families

### **Method**

This course is taught primarily on line. Readings, reflection, discussion and writing.

### **ASSESSMENT**

Grades are based on your participation in the Discussions area (online discussions with your instructor and other participants) and completion of assignments.

Assignment due dates are listed. Assignments must be completed by the due date for full credit. Assignments will be accepted up to one week after the due date, but a 20% late penalty will be assessed. After that no late work will be accepted. If there are extenuating circumstances please notify the instructor.

### **GRADING**

A	95-100%
A-	91-94%
B+	88-90%
B	84-87%

B-	81-83%
C+	78-80%
C	73-77%
C-	70-72%
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## Bibliography

Carter, M. & Curtis, D. (1998). *The visionary director. A handbook for dreaming, organizing, and improvising in your center.* St. Paul, MN: Redleaf.

Click, P., & Karkos, K. A. (2008). *Administration of programs for young children.* Upper Saddle River, NJ: Pearson.

Decker, C.A., Decker, J. R., Freeman, N. K., & Knopf, H. T. (2009). *Planning and administering early childhood programs.* Upper Saddle River, NJ: Pearson.

Hearron, P.F., & Hildebrand, V. (2011). *Management of child development centers.* Upper Saddle River, NJ: Pearson.

Sciarra, D. J., & Doresey, A. G.. (2007). *Developing and administering a child care care and education program.* Clifton Park, NY: Thompson Delmar Learning

Reviewed August 2012