



Professional Education Unit
Department of Early Childhood, Elementary, and Special Education

EDEC 254-001
Preschool Administration
Hybrid Delivery
Fall 2010
(3 Credit Hours)

INSTRUCTOR

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OFFICE HOURS: 10:00 – 4:00 before class on Wednesdays and by appointment (*via office, phone, email, Skype, or online discussion*)

Course Description (3-2-4); I.

This course focuses on the study of the organization and administration of preschool programs; the role of parenthood education; and supervised experiences in planning and guiding children's activities in a preschool program.

Prerequisite: HS 253.

Required Field Experience Hours: 35 hours

Thirty five hours of level II field experience in a supervised setting are required. Field experience settings for this course will be those that provide opportunities to experience administrative roles and responsibilities.

MSU CONCEPTUAL FRAMEWORK for Professional Education

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Demonstrate early childhood program leadership and administrative skills
2. Advocate for quality early childhood programs
3. Demonstrate program management skills that include financial planning and staff development
4. Demonstrate an awareness of the legal issues facing early childhood programs
5. Understand the importance of their role in working with parents and families in a variety of early childhood education settings
6. Demonstrate an awareness of community relations and outreach in early childhood programs
7. Demonstrate marketing skills as they affect early childcare programs
8. Demonstrate skills in curriculum planning for children birth through five
9. Demonstrate skills in child and program assessment and evaluation
10. Demonstrate technology skills by using Blackboard, creating newsletters/ brochures, etc.
11. Demonstrate an understanding of principles of child growth and development

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program:		[program title]	[course title]		
Aligned with →	Assessment ↘ (point values)	Kentucky Teacher Standards (IECE)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Association for the Education of Young Children (NAEYC) http://208.118.177.216/faculty/pdf/2001.pdf
				————— NCATE	
Field Experience Assignment (50 points) CFO: 1, 2,3, 5 SLO: 1-10		II, V, VI, VII	3. Self-sufficient individuals	1	1-4
Director's Portfolio (200 points) CFO: 1-5 SLO: 1-10		I, II, IV, V, VI, VIII, IX	3. Self-sufficient individuals	1	1-4
Philosophy of Education (50 points) CFO:1-4 SLO:8,11		V, VI	6. Connect and integrate experiences	1,2	1-3
Summary of Early Childhood Philosophies (40 points) CFO:1-3 SLO:2,8,9,11		V, VI	5. Think and problem solve	1,2	1-2
Mission and Purpose (10 points) CFO:1-4 SLO:1-11		I-VIII	1. Communication and mathematics skills	1-4	1-4
Blackboard Assignments (Bb) (100 points) CFO:1-5 SLO:1-11		IX	5. Think and problem solve 6. Connect and integrate experiences	1-4	1-4
Quizzes (40 points) CFO:1-5 SLO:1-11		I-VIII, IX	5. Think and problem solve 6. Connect and integrate experiences	1-4	1-4
Attendance/ Participation (70 points) CFO: 3 SLO: 1		V	3. Self-sufficient individuals	1g	5

Assignment Descriptions:

Program: [program title] [course title]	
Assessment (point value)	Description
<p>Field Experience Component:</p> <p>Field Experience Plan (10 points)</p> <p>Field Experience Assignment (40 points)</p>	<ul style="list-style-type: none"> The field experience is an integral part of this course. Candidates are required to complete a total of thirty-five (35) hours of field experience. This is a university requirement and cannot be waived. A maximum of 30 hours may be spent in your place of employment, but at least 5 hours must be spent at another center. Candidates are responsible for making arrangements to complete their field experience hours. Candidates will have to maintain and submit a timesheet/or other approved verification at the end of the semester. Approved verification includes: signature of director/supervisor who can verify time spent at a center and copy of training certificates. Hours must be completed in order to receive a grade for the course. <ul style="list-style-type: none"> Candidates must submit a field experience plan that documents their plan for where and how they will spend their required 35 hours. This must be submitted by the due date on the syllabus. <ul style="list-style-type: none"> You must do at least 4 different field experience activities. <p>Your product will be a summary for each of your activities completed. You will have at least 4 summaries (one for each activity), however if you do more than 4 activities you will need to complete additional summaries.</p> <p>Summaries should be at least 2 paragraphs long. The first paragraph should describe the activity (define, date, amount of time, etc.) Because the field experience is designed to provide you with information to help you become a director the second paragraph should be a reflection of the experience. Was it helpful? What did you gain?</p> <ul style="list-style-type: none"> Please see Blackboard for more information and forms for field experience.
Director's Portfolio (200 points)	<ul style="list-style-type: none"> You will be creating a portfolio using the Director's Credential Portfolio Guidelines found on Blackboard and provided in class. All sections covered in EDEC 254 must be completed entirely and placed in the portfolio in the order outlined on Portfolio guideline handout. Portfolios must be organized with ALL sections (tabs) that are required in the guidelines and have a professional appearance, No credit will be given for incomplete portfolios.
Philosophy of Education (50 points)	<ul style="list-style-type: none"> This assignment will be placed in your Director's Portfolio under section II. It should be at least 2 pages long, double spaced, font Times New Roman size 12. Your philosophy should reflect your belief of education and how children learn. It will outline what you believe children know and learn. Because your ideas will have been shaped by other early childhood professionals your philosophy will include reference to at least two different philosophers and their ideas. References must be properly cited.

Summary of Early Childhood Philosophies (40 points)	<ul style="list-style-type: none"> • This assignment will be placed in your Director’s Portfolio under section III – (C). • Two different early childhood philosophies will be outlined. Each philosophy will need to be separate and not a comparison of the two. Each philosophy will be an outline and describe the philosophy fully. • Each summary will be 1 page long, double spaced, font Times New Roman size 12. • References must be properly cited.
Mission and Purpose (10 points)	<ul style="list-style-type: none"> • This assignment will be placed in your Director’s Portfolio under section III – (D). • Students will complete their mission and purpose of their child care center.
Blackboard Assignments (Bb) (100 points)	<ul style="list-style-type: none"> • A total of 4 Bb assignments (25 points each) will be due throughout the semester. These assignments are due on the dates indicated in the course calendar. • Assignments will be found on blackboard. Each assignment will be due in class as indicated on class matrix. Instructions for each assignment will be found on Bb. E-mail attachments will only be accepted if student is absent.
Quizzes (40 points)	<ul style="list-style-type: none"> • A total of 2 quizzes (20 points each) will be assigned throughout the semester. These quizzes will be completed on Bb. • Due dates can be found on the course calendar, as well as on Bb.
Attendance/Participation (70 points)	<ul style="list-style-type: none"> • Students are expected to come to all classes and participate in class discussions and assignments. • Each class session is worth 10 points for a total of 70. Any student missing class will not receive attendance/participation points. • Partial credit will be given for partial attendance

Grading Scale

There will be no grading curve used. Grades will be calculated as follows:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

E = 59% and below

Student must receive a grade of C or higher in all classes taken to apply for the Director’s Credential.

Late Assignment Policy:

All assignments must be submitted during or before class on the date specified in the course syllabus. Late assignments - 5% will be deducted from the grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

Required Textbooks

- *Developing and Administering a Child Care and Education Program* (7th edition, 2010). Sciarra, Dorsey, & Lynch, authors. Thompson/Delmar Learning. ISBN-13: 978-1-4283-6137-9.

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as

necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

Course Evaluation:

The candidate's course evaluation will be determined by in – class and out – of class assignments. The course evaluation is based upon 560 points. The instructor expects all assignments to be turned in on time using Times New Roman (12 font) on all work.

Attendance Policy:

Attendance and participation is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness. If you are more than 15 minutes late or leave early, attendance points for that class session may be reduced.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Fall 2010

Students should read the chapters listed under "Reading" before class

Date/Topic	Readings	Assignments Due
August 25 <i>Introduction to class</i>		
September 1		<i>Blackboard Activity</i>
September 8 <i>The Working Director</i> <i>Assessing Community Needs</i> <i>Philosophy of Education</i>	Sciarra, Dorsey and Lynch Chapters 1 and 3	
September 15		<i>Blackboard Activity</i>
September 22– <i>Licensing and Certification</i> <i>Developing a Center Facility</i>	Sciarra, Dorsey and Lynch Chapters 4 and 8	Field Experience Plan Due
September 29 – <i>Staffing the Center</i> <i>Grouping and Enrolling</i>	Sciarra, Dorsey and Lynch Chapters 10 and 12	Mission and Purpose Due
October 4 - 8		<i>Blackboard Activity</i>
October 11-15		<i>Online Quiz</i>
October 20 <i>Handling Finances</i> <i>Funding</i> <i>Organizing Structure</i> <i>Marketing the Center</i>	Sciarra, Dorsey and Lynch Chapters 5, 6, 7 and 11	Philosophy of Education Due
October 27		<i>Blackboard Activity</i>

November 3 <i>Developing Relationships</i> <i>Providing for Personal and Professional Development</i>	Sciarra, Dorsey and Lynch Chapters 2 and 15	Summaries of Two Early Childhood Philosophies Due
November 10		<i>Online Quiz</i>
November 17 <i>Equipping the Center</i> <i>Managing Health, Food and Safety</i>	Sciarra, Dorsey and Lynch Chapters 9 and 13	Director's Portfolio Due
November 24	Happy Thanksgiving!!	
December 1 <i>Evaluating the Center</i> <i>Working with Families</i>	Sciarra, Dorsey and Lynch Chapters 14 and 16	Field Experience Assignment due
December 15 Finals week		Field Experience Time Sheet due in my box by noon.

Shaded boxes indicate **In-Class** meetings

Schedule is subject to change. Assignments due on dates specified.