Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 655
ORGANIZATION AND ADMINISTRATION OF PRE-SCHOOLS

COURSE DESCRIPTION

Philosophy, objectives, and methods for organizing and operating a kindergarten, nursery school, day-care center and play group for children below six years of age. Also includes the planning of pre-school facilities and the selection of equipment and personnel.

RATIONALE

Thoughtful planning and administration are essential to the development and success of early childhood programs. Children are a culture's most valuable asset. Scripture teaches (Proverbs 22:6) and research has shown that their earliest experiences have a profound impact on their lives, so parents and early childhood professionals should strive to ensure that those experiences are beneficial.

I. **PREREQUISITE**

   For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. **REQUIRED RESOURCE PURCHASE**

   Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. **ADDITIONAL MATERIALS FOR LEARNING**

   A. Computer with basic audio/video output equipment

   B. Internet access (broadband recommended)

   C. Blackboard recommended browsers

   D. Microsoft Office

IV. **MEASURABLE LEARNING OUTCOMES**

   Upon successful completion of this course, the student will be able to:

   A. Relate biblical principles to the education of young children.

   B. Describe the historical roots of early childhood programs and evaluate the diversity of contemporary early childhood programs.

   C. Employ the administrative tasks and legal responsibilities involved in starting and maintaining an early childhood program.

D.   Extrapolate the various philosophical and theoretical bases for the practical day-to-day operational implications for early childhood programs.

E.   Differentiate between the process of licensure, accreditation, and certification in early childhood programs.

F.   Evaluate recruitment criteria, staff training, and evaluation processes as elements of quality in early childhood programs.

G.   Evaluate and apply criteria to selection or adaptation of facilities and equipment for an early childhood program.

H.   Analyze the impact of financial challenges on an early childhood program.

I.   Design a plan for organizing local community resources in a manner that is helpful to the families served by the program.

J.   Describe the skills and personal qualities needed by the director of an early childhood program.

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings and lecture presentations

B.   Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (4)

Discussion board forums are collaborative learning experiences among candidates and professors, building upon the Reading & Study materials of the course. There will be 4 Discussion Board Forums in this course. Each forum will require an original thread of 300 words minimum. Also, 2 replies, one in response to a classmate's thread and one in response to a classmate's reply to the candidate's original thread, are required with a minimum of 150 words each. (MLO: A, C, F, G, H, and J)

D.   Reading Review Questions (15)

The candidate will answer selected review questions from each of the text's chapters. A list of the questions is found in the Course Content in Blackboard and questions may be accessed through the link to the e-book. (MLO: A, B, C, D, E, F, G, H, and J)

E.   Chapter Review Quizzes (15)

For each chapter read, the candidate will complete a 20-question quiz (worth 5 points each) through MindTap. Quizzes are "open-book/open-notes" and must be completed within 30 minutes. (MLO: B, C, D, E, F, G, H, and J

F.   State Regulations Form

The candidate will complete the form required for this assignment by accessing his/her state's licensure requirements for child daycare centers. (MLO: B, C, D, E, F, G, H, I, and J)

G.   Staff Development Group Project

This is a group project in which members of the group will research the various components of new staff training and a two-year cycle for staff development. Group work must be done via the Group Discussion Board Forum assigned to each group. Group work may also be done via a communication tool such as Skype. (MLO: A, B, C, D, E, F, G, H, I, and J)

Group Covenant and Work Plan

Begin this assignment by completing the first part, which is a Group Covenant and Work Plan.

Final Submission

In the second part of the assignment, you will collaborate with your group to create a finished product that will be submitted by each candidate.

H.   Daycare Center Field Experience

The candidate will be required to visit at least 1 daycare center/early learning center/pre-school. For the evaluation, the candidate will describe and evaluate the daycare center visit using the provided checklist. (MLO: B, C, D, E, F, G, H, I, and J)

I.   Parent Handbook Critique

The candidate will critique a parent handbook of a pre-school or daycare program. Based on the material presented in the course, the candidate will make suggestions on how to align the handbook with best practices and requirements in early childhood education. (MLO: B, C, D, E, F, G, H, I, and J)

J.   Benchmark Assignment: Program Proposal

The candidate will create a PowerPoint presentation containing 20-25 slides for a proposal for a new pre-school or daycare program that could be presented to stakeholders. The following will be addressed: licensure requirements, a preliminary budget, facilities, organizational structure, personal philosophy (including biblical foundation), mission, curriculum areas and scope, and a time frame for implementation. This assignment will be submitted via LiveText. (MLO: A, B, C, D, E, F, G, H, I, and J)

K.   Final Exam

The candidate will complete a cumulative final exam of 50 true/false and multiple-choice questions based on the course content. The exam will have a 2-hour and 30-minute time limit, and will be an "open book/open notes" exam. (MLO: B, C, D, E, F, G, H, I, and J)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 45 pts ea)	180
Reading Review Questions (15 at 5 pts ea)	75
State Regulations Form	75
Staff Development Group Project	
Group Covenant and Work Plan	10
Final Submission	90
Daycare Center Field Experience	120
Parent Handbook Critique	100
Benchmark Assignment: Program Proposal	175
Chapter Review Quizzes (15 at 5 pts ea)	75
Final Exam	100
Total	1010

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739
D- = 680–699   F = 0–679

C.   LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 655

Textbook: Click et al., *Administration of Programs for Young Children* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Click et al.: chs. 1–3 4 presentations 1 website	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions DB Forum 1 Reading Review Questions 1 (3) Chapter Review Quizzes (3)	10 0 0 45 15 15
2	Click et al.: chs. 4, 8 3 presentations 2 websites	DB Forum 2 State Regulations Form Staff Development Group Project – Group Covenant and Work Plan Reading Review Questions 2 (2) Chapter Review Quizzes (2)	45 75 10 10 10
3	Click et al.: chs. 5–7 6 presentations 3 websites	DB Forum 3 Reading Review Questions 3 (3) Chapter Review Quizzes (3)	45 15 15
4	Click et al.: chs. 9–10 1 presentation 2 websites	Staff Development Group Project – Final Submission Reading Review Questions 4 (2) Chapter Review Quizzes (2)	90 10 10
5	Click et al.: chs. 11, 13 2 presentations 2 websites	DB Forum 4 Daycare Center Field Experience Reading Review Questions 5 (2) Chapter Review Quizzes (2)	45 120 10 10
6	Click et al.: ch. 12 1 presentation 1 website	Parent Handbook Critique Reading Review Question 6 (1) Chapter Review Quiz (1)	100 5 5
7	Click et al.: chs. 14–15 5 presentations 2 websites	Benchmark Assignment: Program Proposal Reading Review Questions 7 (2) Chapter Review Quizzes (2)	175 10 10

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
8	1 presentation	Final Exam	100
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.