**CHF 4730: Early Childhood/Early Childhood Education Program Development (3 Credits)**

**Fall 2015; ED 239**

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**Textbooks & Readings**

1. Dana, N. F. (2013). Digging Deeper: Into Action Research. Thousand Oaks: CA. Corwin.
2. Specific chapters from Robertson, C. (2013). *Safety, Nutrition and Health in Early Education.* Belmont, CA: Wadsworth, Cengage Learning.
3. Additional and supplemental readings will be available on Canvas.

**Course Introduction**

This course prepares students with skills specific to leadership roles in early childhood education programs including: professional ethics, ensuring the health and safety of children, ongoing quality improvement, program leadership, planning, and management. Content and skills focus on practices endorsed by the National Association for the Education of Young Children (NAEYC) and are aligned with the NAEYC Standards for Early Childhood Professional Preparation Programs. Prerequisite: CHF 2600, CHF 2610, CHF 2620, or consent of the instructor, and concurrent or prior enrollment in CHF 4710 and CHF 4720.

**Learning Outcomes**

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| The student will: | Met by... |
| 1. Create an early childhood program framework (NAEYC 1c; 2a; 4a; 5a).  | Environmental Observation, Nutrition & Physical Activity Interview, Emergency Preparedness Plan, Child Maltreatment Summary/Reflection, Quality Improvement Project, Program Plan |
| 2. Describe and apply appropriate ethical practices in administering an early childhood program (NAEYC 6a, d). | Child Maltreatment Summary/Reflection, Program Plan |
| 3. Identify and explain the requirements, policies, and procedures necessary to provide children with safe and healthy early childhood environments NAEYC 1a, b, c; 3c; 4a) | Environmental Observation, Nutrition & Physical Activity Interview, Emergency Preparedness Plan, Child Maltreatment Summary/Reflection, Program Plan |
| 4. Demonstrate the ability to use systematic inquiry for ongoing program improvement that is responsive to the strengths and needs of children and families NAEYC 2a, b, c; 3a, d; 4d) | Quality Improvement Project, Program Plan |
| 5. Identify leadership skills and management techniques for running an early childhood program (NAEYC 2c, 4d; 6a, c, d, e).  | Environmental Observation, Nutrition & Physical Activity Interview, Emergency Preparedness Plan, Child Maltreatment Summary/Reflection, Quality Improvement Project, Program Plan  |
| Readings, discussions and in-class activities will contribute to the successful completion of all outcomes. |

**Important Class Policies and Resources**

**Professionalism and** **Classroom Civility**

This class is for your professional development; therefore, on-time, well-prepared, positive, and professional interactions are expected. Students should be willing to critique their own thinking as well as the thinking of others. You are expected to interact with colleagues in the class in a manner that generates and extends the professionalism of all.

The use of cell phones, pagers, beepers, and other distracting electronic paraphernalia is not permitted. **Please turn all cell phones to silent before class starts and put them away so they are not visible.**

**APA Writing Style**

In this class all written assignments should follow the APA 6th Edition guidelines for formatting. This includes specific formatting for citations in text, references, and general paper format (margins, font, title page, headers, footers, etc.).

**Late assignments**

Late assignments will be accepted up to 24 hours after the due date. Assignments are considered late if they are not turned in by the start of class time on the due date. Late papers then must be turned in by 1:30pm the day following the due date to receive 20% reduced credit. Assignments turned in after this point will not receive any credit.

## Ethics and Honesty

As a student you have the right and duty to have this educational experience free of dishonesty. You are expected to conduct yourself with the highest level of integrity. Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments (including unauthorized collaboration) will result in a failing grade and may result in further action according to University policy [PPM 6-22 IV D]. <http://documents.weber.edu/ppm/6-22.htm>). WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. You may be required to submit some or all of your assignments through TurnItIn.com this semester. Documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and an agreement with this policy.

**Children in Classroom**

Please do not bring children to class. Young children have different needs and interests than all of you who chose to take this course. While this course content is related to children, the classroom activities and teaching strategies of this course are geared for adults and are not developmentally appropriate for children [PPM 4-23].

**Disability Accommodations/Services**

 “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation” [PPM 3-34].

Any student requiring accommodations or services due to disability must contact Services for Students with Disabilities (SDD) in room 181 of the Student Services Center (801-626-6413). If a student has any physical disabilities or other concerns that will be likely to require some accommodation on the part of the instructor, these must be made known to the instructor as soon as possible. Visit <http://www.weber.edu/ssd/ssd_policy.html> for more information.

**Emergency Closure**

If for any reason the university is forced to close for an extended period of time, we will conduct our class online via CANVAS. In this case, you will receive communication from me through CANVAS and your Weber e-mail.

**When you need help**

Sooner or later we all need help. If you are struggling with this class, please contact me.

If you need help (or know of another student who does) coping with school issues, financial pressures, substance abuse problems, family or peer pressure issues, threatening situations, etc. please know that you do not need to solve these issues by yourself. Feel free to contact me or another faculty member with whom you feel comfortable.

Additionally, the **Weber State Counseling & Psychological Services Center** can help. Go to <http://www.weber.edu/counselingcenter/>

**Ogden Campus** **Fall & Spring Semesters:** Monday-Thursday 8 am- 5:00 pm | Friday 8 am- 4:30 pm

Call 801-626-6406 or check out the **WSU Stress Relief Center**.

Go to <http://www.weber.edu/relax/>

They have several tools to help you manage your stress more effectively.

The Stress Relief Center is located on the WSU Ogden Campus in the Swenson Complex on the second floor in rooms 60 and 61. It is directly across from classroom 62.

**Support Contact information**

For Technical Support contact:

* 801-626-7777 (Help Desk) or csupport@weber.edu (username/password/login issues)
* 801-626-6499 or wsuonline@weber.edu (Canvas issues) - This phone is staffed Mon-Thurs from 8am – 5pm and Fridays from 8 – 4:30pm. A message can be left during non-business hours for a return call.
* 801-626-6477 or chitester@weber.edu (Chi Tester issues)

**Assignment Details**

1. **Attendance, Preparation, and Participation.** (All Objectives)*(40 points)*

**Attendance.** Attendancewill be taken at all classes and is required for the full period. Given the structure of the class (e.g., lecture material, group discussions, in-class activities), it will not be possible to succeed without attending. Excused absences may include illness, work requirements, funerals, weddings, sick child, etc. Written documentation should be provided for excused absences and when possible the instructor should be notified prior to the absence.

**Preparation.** Come to class prepared by reading chapters and/or other selections indicated on the syllabus schedule prior to class to be prepared for discussions and activities.

**Participation.** Foundational to the successful co-construction of knowledge and the development of leadership skills is that we learn from each other. Participate. Let your voice be heard. You have unique experiences that all of us can learn from when you share.

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| **Rubric for Attendance, Preparation and Participation 40 points** |
|  | Exemplary (90%-100%) | Proficient (80%-90%) | Developing (70%-80%) | Unacceptable (>70%) |
| Attendance | Student attends 95-100% of the class periods, is always on time, and stays for the entire class | Student attends 90-95% of class periods is almost always on time, rarely leaves early, & stays for the entire class | Student attends less than 90% of the class periods, and/or is regularly late or leaves early | Student attends less than 80% of the class periods, is seldom on time, or leaves early |
| Preparation | Student is always prepared having done assigned reading and is ready to discuss and make contributions to the class | Student is often prepared having done assigned reading and is somewhat ready to discuss and make contributions to the class | Student is sometimes prepared having done assigned reading and is occasionally ready to discuss and make contributions to the class | Student is more often not prepared having done assigned reading and is not ready to discuss and make contributions to the class |
| Frequency of participation in class | Student initiates contributions in nearly each class | Student initiates contributions regularly in class | Student initiates contributions in at least half of the classes | Student does not initiate contribution and needs instructor to solicit input |

**Safe and Healthy Environments**

**2. Environmental Observation** (Objectives 1, 2, 3, 5)**.** *(15 points)*Identify indoor and outdoor safety risks and how to assess, monitor, and maintain safe early childhood environments based on licensing guidelines. Observe at a licensed early care or education program (not the Melba S. Lehner Children’s School) and submit on Canvas an approximately 500-word, double-spaced (2 page) summary of the observation.

**3. Nutrition and Physical Activity Interview** (Objectives 1, 3, 5)**.** *(15 points)* Identify and explain health and nutritional challenges and guidelines/policies for good nutrition and physical activity necessary for health and wellness in early childhood. Interview a program director at an early care or education program (not the MSL Children’s School) to find out what the nutrition and physical activities practices are in that program and how it compares to established guidelines. Write and submit on Canvas an approximately 500-word, double-spaced (2 page) report on your findings regarding how the program meets nutrition and physical activity guidelines.

**4. Emergency Preparedness Plan** (Objectives 1, 3, 5)**.** *(15 points)*Define an emergency plan, including necessitates, first aid, and steps for disaster preparedness, emergency response evacuation, and shelter-in-place procedures. Prepare a report on the emergency procedures at the MSL Children’s School. This may be accomplished by completing a chart that communicates the responsibilities for each individual. Submit plan on Canvas.

**5. Child Maltreatment Summary/Reflection** (Objectives 1, 2, 3, 5)**.** *(5 points)*Identify and explain what constitutes child maltreatment/abuse and the preventive and protective policies and procedures in place to ensure protection for all children in early childhood environments. Write a reflection/summary of the signs or indicators of child abuse, policies, and procedures regarding preventative and protective measures including reporting abuse and the implications for programs and teachers. Submit summary on Canvas.

Ongoing Quality Improvement

**5. Quality Improvement Project** (Objectives 1, 4, 5)**.** *(50 points)* Inquiry approach is a systematic method used by teachers and program leaders to guide reflective self-evaluation with the purpose of developing more responsive practices for ongoing quality improvement. For this assignment students will apply the inquiry approach method to examine a meaningful issue within an early childhood program. The assignment has 4 parts that will be handed in separately (see below). These parts will be combined into a final paper that will be presented to the class at the end of week 10. After receiving feedback from the instructor for each separate part, students may make revisions before handing in their final paper.

 Part I. Inquiry Question. 1-2 page reflective paper that describes the problem, provides data on the status quo, and states the inquiry question (APA formatting, citations, references).

Part II. Research Plan (3-5 pages). Describe what is known about the problem and potential solutions. Create a theory of change statement. Design a logic model or visual representation of theory of change. Design a data collection plan (APA formatting, citations, references).

Part III. Implementation Summary. Describe implementation of new practice (What happened? How did it go?). Summarize how evaluation data was collected and analyzed (If applicable submit copies of reflective teaching journal and work samples as appendices). Interpret and evaluate findings (APA formatting, citations, references).

Part IV. Present Findings. Prepare a 5-minute presentation to share with class and program stakeholders (5 slides: Problem, Theory of Change, Logic Model, Results, Conclusions) (APA formatting, citations, references).

**Leadership & Management**

**6. Program Plan** (Objectives 1, 2, 3, 4, 5)**.** *(50 points)* There are many skills and techniques in managing early care and education programs, including legal and ethical issues, personnel management, team building, leadership, conflict resolution, stress management, advocacy, professionalism, fiscal analysis and planning, and parent education/partnerships. The program plan will provide an overview of the technical application of these topics within a program.

1. Program Description narrative of the program including a mission and vision (1-2 pages).
2. Personnel Plan
	1. Staffing Plan
	2. Basic Budget
	3. Staff Training and Relations
3. Leadership Reflection. Develop a personal vision statement as a leader in an Early Childhood Program (1-3 pages). Provide a rationale for all elements included. The statement should describe your vision on being an effective leader and describe competencies that are required for successful leaders in EC.

**Final**

**7.** **EC Program Showcase –** *(100 points)*

Each student will synthesize the above assignments into a culminating “showcase” by preparing a creative display to “advertise” the early childhood program they have designed throughout the semester.

**Course Requirements**

Environment Observation 15 pts

Nutrition and Physical Activity Interview 15 pts

Emergency Preparedness Plan 15 pts

Child Maltreatment Summary/Reflection 5 pts

Quality Improvement Project 50 pts

Program Plan 50 pts

EC Program Showcase - *Final* 100 pts

Attendance/Participation Points 40 pts

TOTAL POINTS 290 pts

**Grading**

Your grade will be based on the total points earned on the field assignments, inquiry project, program plan, and class participation. There are ***no extra credit options available***. A total of 290 points is possible. The grade distribution follows:

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| 94-100% = A  | 87-89.9% = B+  | 77-79.9% = C+  |  67-69.9% = D+  |
| 90-93.9% = A-  | 84-86.9% = B  | 74-76.9% = C  | 60-66.9% = D  |
|  | 80-83.9% = B-  | 70-73.9% = C-  | <60% = E  |

**Tentative Course Schedule\***

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| **Date** | **Readings**  | **Important Dates** |
| **Safe and Healthy Environments** |
| **Week 1** | Intro course; Early Childhood Environments: Indoor and Outdoor Introduction; Robertson-Chapter 2: Creating Safe Environments |  |
| **Week 2** | Early Childhood Environments: Indoor and Outdoor Continued; Robertson-Chapter 3: Indoor Safety & Chapter 4: Outdoor Safety |  |
| **Week 3** | Physical Activity; Nutrition;Robertson-Chapter Chapter 6: Basic Nutrition in Early Childhood Education | Due: Environmental Observation |
| **Week 4** | Emergency PreparednessRobertson-Chapter 5: Emergency Response Procedures for Early Childhood Education Environments | Due: Nutrition and Physical Activity Interview |
| **Week 5** | Child MaltreatmentRobertson-Chapter 14: Child Maltreatment | Due: Emergency Preparedness PlanDue: Child Maltreatment Summary Reflection |
| **Ongoing Quality Improvement** |
| **Week 6** | Chapter 1: Why do teacher research anyway? Chapter 2: Developing and fine tuning wondering.  | Due: Quality Improvement Project Part I - Inquiry Question |
| **Week 7**  | Chapter 3: Developing and fine tuning your research plan.  | Due: Quality Improvement Project Part II - Research Plan  |
| **Week 8** | Chapter 4: Analyzing your data.  |  |
| **Week 9** | Chapter 5: Presenting your research.  | Due: Quality Improvement Project Part III - Implementation Summary |
| **Week 10**  | Chapter 6: On Your Way: Teacher Research as a Way of Being in the World.  | Due: Quality Improvement Project Part IV – Present Findings & Final Project Portfolio  |
| **Leadership & Management** |
| **Week 11** | Setting the ‘right’ foundation | Due: Program Plan-Mission Vision |
| **Week 12** | Management - Form vs. Function |  |
| **Week 13** | Quality: Who not what | Due: Program Plan-Program Overview |
| **Week 14** | Who am I as an administrator? | Due: Program Plan-Personnel Plan |
| **Week 15** | Reflection and Reflective Practice |  |
| **Finals** | EC Program Showcase (Final) | Due: Program Plan-Leadership Reflection |

***\*This schedule is subject to change at the instructor’s discretion***