

Reese Campus

COURSE SYLLABUS

Course Title: CDEC 2326. 200 ADMINISTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)
Semester: Fall 2016
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South Plains College improves each student's life.

General Course Information

COURSE DESCRIPTION

This course is an application of management procedures for early care and education programs. Includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

STUDENT LEARNING OUTCOMES *See STANDARDS page attached

Table with 3 columns: Learning Outcome, NAEYC Standards, NAEYC Supportive Skills. Rows include: Develop an initial operational plan, Identify the functions of an administrator, Evaluate an early care and education program.

COURSE OBJECTIVES: Scans (C) and Foundations (F) list attached.

- 1. Analyze the planning functions of an administrator.
a. Analyze various types of early childhood programs.
b. Compare the functions and roles of directors in various programs.
c. Develop program goals for a high-quality program. (F-2, F-7, C-8, C-10, C-15)
d. Recognize the important role of parents in early childhood program planning.
e. Analyze parent policies for early childhood programs.
2. Evaluate the operation functions of an administrator.
a. Discuss the licensing process.
b. Analyze licensing regulations (Minimum Standards). (F-1, F-2, C-5, C-7)
c. Analyze local, state and national laws and regulations which impact a program.
d. Discuss the impact of developmentally appropriate practice on program operations.
e. Evaluate an early childhood classroom for developmentally appropriate practices. (C-5, C-7, C-15)
f. Understand the major categories of income and expenses for early childhood programs. (F-4, C-16, C-5)
3. Interpret the supervisory functions of an administrator.
a. Analyze staffing needs.
b. Discuss supervision philosophy.
c. Analyze licensing regulations with regard to staffing, staff training, and staff health and safety.
d. Recognize the importance of working with diverse peoples.
e. Complete a communication style profile and reflect on findings. (F-7, C-4, C-14)
f. Interview a program administrator and summarize findings. (F-5, F-6, F-15, C-5)
4. Summarize the evaluation functions in an early care and education program.
a. Evaluate methods to monitor program performance.
b. Examine a fiscal management system.
c. Discuss techniques for staff evaluation.
d. Examine types of evaluations that can be conducted with children.
e. Conduct a program evaluation for best practices according to NAEYC Standards. (F-1, F-9, F-17, C-5, C-7, C-17)
5. Explore effective methods of communication.

- a. Discuss importance of communication with staff and families.
 - b. Explore methods of communication with staff and families.
 - c. **Attend and evaluate a program staff meeting. (F-5, F-15, C-5, C-14)**
 - d. **Develop a parent communication tool. (F-2, F-6, F-7, C-7, C-19)**
 - e. Demonstrate teamwork skills when working with colleagues. (F-5, F-15, C-9, C-12)
6. Utilize skills in speaking, writing, computation, and computer utilization. (C-8, C-9)

EVALUATION MEASURES

1. Regular class attendance & participation
2. Implementation and evaluation of assigned activities
3. Small group activities
4. Final examination
5. Minimum average score of 75 on grading components

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS Competencies & Foundations Skills [Refers also to Course Objectives /SCANS and Foundation Skills attached]

Resources	~	Information	~	Interpersonal	~	Systems	~	Technology
Basic Skills	~	Thinking Skills	~	Personal Qualities				

Specific Course Requirements

TEXTBOOK & MATERIALS

- ***The Secrets of Managing a Successful Childcare Center*, Busch, Andrea Hendon, Ed.D., Building Blocks Books, Liverpool, 2013**

South Plains College Bookstore, Reese Campus or by mail at: <http://www.sp-reesebookstore.com/>

- **Printed copy of Texas Department of Family and Protective Services Minimum Standards**
http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/746_Centers.pdf

ATTENDANCE POLICIES

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process
- More than **three absences** from class may result in withdrawal of the student from class.
- Two tardies or leaving early twice = 1 absence.
- **Students are responsible for staying informed on all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.**
- It is the student's responsibility to initiate and completely withdraw from the course.
- Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade.

- Drops may be completed through the registrar’s office at South Plains College.
- Drop date for the college is **November 17, 2016.**

ASSIGNMENT POLICIES

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. Late assignments will not be accepted. All work must be the sole work of the individual student who expects to earn the points assigned to it. **Written assignments in the form of personal reflections make up a significant portion of the grade for this course. Students will be expected to use appropriate formatting, spelling, grammar, and punctuation in these assignments in order to receive full points for each assignment.**

EXAMINATION POLICY

Points earned for this class will be based on participation, projects and activities. No final exam will be given in this course.

STUDENT CONDUCT

Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide. Please see signature page included in this syllabus.

GRADING POLICY Grades will be assigned using the following criteria:

Participation (14 classes X 25)	350 points
Program Goal Setting project	150 points
Staff Meeting Attendance & Reflection paper	100 points
Interview Summary & Reflection paper	100 points
Program Evaluation & Reflection paper	100 points
Classroom Evaluation & Reflection paper	100 points
Parent Communication Tool	50 points
Communication Style Reflection paper	50 points
	1000 points

900-1000 pts.	90 - 100%	A
800-899 pts.	80 – 89%	B
750-799 pts.	75 – 79%	C
700-749 pts.	70 – 74%	D
0-699 pts	69% & below	F

A grade of C or above is required for the course to be applied to a degree or certificate in Child Development.

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

OTHER REQUIREMENTS

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
- **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will collect their Program Goal Setting project.**
- **Missed classes** Notes, copies, etc. should be obtained from classmates or from the instructor before or after class. Class time will not be used for makeup concerns.

ACCOMMODATIONS

DIVERSITY STATEMENT:

In the class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about

ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at, Reese Center Building 8, 806-716-4675.

COURSE OUTLINE

WEEK ONE:	INTRODUCTION PERSONAL COMMUNICATION STYLE
WEEK TWO:	MINIMUM STANDARDS PROGRAM GOAL SETTING IDENTIFYING THE ADMINISTRATORS ROLE
WEEK THREE:	MINIMUM STANDARDS UNDERSTANDING THE ADMINISTRATORS ROLE
WEEK FOUR:	MINIMUM STANDARDS WORKING WITH FAMILIES
WEEK FIVE:	MINIMUM STANDARDS EFFECTIVE COMMUNICATION WITH STAFF AND FAMILIES
WEEK SIX:	MINIMUM STANDARDS THE LAW AND CHILDCARE
WEEK SEVEN:	MINIMUM STANDARDS BUILDING A BUDGET
WEEK EIGHT:	MINIMUM STANDARDS EVALUATING A BUDGET
WEEK NINE:	NO CLASS (October 31st)
WEEK TEN:	MINIMUM STANDARDS DEVELOPMENTALLY APPROPRIATE PRACTICE
WEEK ELEVEN:	MINIMUM STANDARDS PROGRAM EVALUATION
WEEK TWELVE:	PRESENTATION OF PROGRAM GOALS PROJECT EFFECTIVE LEADERSHIP
WEEK THIRTEEN:	PRESENTATION OF PROGRAM GOALS PROJECT EFFECTIVE LEADERSHIP
WEEK FOURTEEN:	SEMESTER WRAP-UP

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works With a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.
- 1b:** Knowing and understanding the multiple influences on early development and learning
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a:** Knowing about and understanding diverse family and community characteristics
- 2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d:** Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a:** Identifying and involving oneself with the early childhood field
- 6b:** Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e:** Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a.** Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b.** Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources

National Association for the Education of Young Children, 2011



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.