

Reese Campus

COURSE SYLLABUS

Course Title: CDEC 2328-200 ADMINISTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)
Semester: Spring 2022
Instructor: Andrea Bewley, Adjunct Instructor
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General Course Information

COURSE DESCRIPTION

This course is designed to provide an in-depth study of the 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 parent education/partnerships, and technical applications of programs.

STUDENT LEARNING OUTCOMES

Table with 2 columns: Student Learning Outcomes (1-10) and NAEYC Standards (6, 2). Includes a note: *See STANDARDS page attached.

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

- 1. Discuss code of conduct
a. Analyze the components of a code of conduct C-5, F-17
b. Identify the administrator's role in implementing a code of conduct. C-12
c. Discuss professionalism F-1, F-17
d. Analyze ethical dilemmas as related to early education F-8
2. Describe communication skills needed in effectively administering an early care/education program
a. Identify components of effective communication C-7
b. Discuss conflict resolution C-13
c. Explain the process of team building C-9
d. Evaluate problem solving strategies F-9
e. Discuss how to conduct effective staff meetings C-12
f. Implement a type of staff communication C-10, F-15.

3. Discuss the importance of parent education/partnerships in early care and education programs
 - a. Analyze techniques for building partnerships with parents C-15.
 - b. Describe methods of parent education C-10
4. Define leadership and evaluate the skills needed to effectively lead an early education program
 - a. Define emotionally intelligent leadership C-12
 - b. Analyze leadership styles and identify a style that fits the student as a director C-5.
 - c. Recognize five leadership competencies C-6
 - d. Discuss the importance of a defined vision and mission in leadership F-8
 - e. Recognize the importance of self-reflection and monitoring for administrative quality F-16
 - f. **Develop a personal definition of leadership** F-7, , F-14
 - g. Analyze vision and mission statements F-7
 - h. **Complete an emotional intelligence test and write a personal reflection** C-5, F-11
5. Explain the administrator's role in advocacy
 - a. Define advocacy
 - b. Analyze advocacy strategies C-5
 - c. Discuss change and the change process C-16
6. Describe personnel management skills necessary to administer programs
 - a. Discuss stress management C-15
 - b. Identify symptoms of burnout and how to avoid them C-16
 - c. Identify stages of development for teachers and directors F-14
 - d. Identify staff training needs C-4, C-10
7. Explain legal issues which impact programs.
 - a. Discuss labor laws C-16
 - b. Discuss issues of negligence and liability C-15
 - c. Evaluate insurance needs of a program
8. Evaluate programmatic responsibilities of an administrator
 - a. Evaluate financial management strategies C-2
 - b. Recognize the need for safe, healthy environments for children
 - c. Analyze curriculum choices and child assessment tools C-7
 - d. **Analyze and develop budgets** C-2, F-3
 - e. **Complete an environmental quality analysis** C-5
 - f. Analyze job descriptions and a career ladder C-4
9. Examine current technology and issues in early care and education administration
 - a. Analyze technology needs of an early care/education program C-18
 - b. Evaluate available administrative software C-8
 - c. Identify current issues affecting administration programs C-17
10. Utilize skills in speaking, writing, computation, and computer utilization F-1, F-6

EVALUATION MEASURES

1. Weekly participation in the online discussion board.
2. Implementation and evaluation of assigned activities.
3. Minimum average score of 75%

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

Resources
Interpersonal Skills
Systems
Technology

Foundation Skills

Basic Skills
Thinking Skills
Personal Qualities

Verification of Workplace Competencies – Capstone Experience

Students will develop appropriate goals for a high quality early childhood program. A copy will be included in the student's **Professional Portfolio** during the CDEC 1292 capstone course.

Specific Course Requirements

TEXTBOOK & MATERIALS:

None for this class

ATTENDANCE POLICY

Students are expected to attend class weekly and participate fully during class. If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to communicate with the instructor and then follow through with the drop process.

Course withdrawals are done through Student Support offices on all South Plains College campuses.

The last drop date for the college is **April 28, 2022**.

ASSIGNMENT POLICIES

All work is to be turned in on the date specified by the instructor. Late assignments will be docked 10% of the value per week, unless prior arrangement have been made with the instructor.

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.

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.

CAMPUS CONCEALED CARRY STATEMENT

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). **All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).** Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

GRADING POLICY Grades will be assigned using the following criteria:

Participation (16 classes X 20)	320 points
Defining Leadership Project	200 points
Emotional Intelligence Reflection	130 points
Budget development and analysis	150 points
Response to Readings (5 x 40 each)	200 points
Total	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.

ACCOMMODATIONS

Diversity Statement

In this 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 to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362.

COVID Statement (January 2022)

- Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or **have** tested positive. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure.
- If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test.
- **Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19.**
- Anyone who tests positive is required to self-isolate for five days.
- Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days.
- If you are still symptomatic, please contact DeEtte Edens at dedens@southplainscollege.edu or 806-716-2376 prior to your return date.

COURSE OUTLINE

- A. Leadership in Early Childhood Programs**
- B. Organizational and Interpersonal Communication**
- C. Financial Operations**
- D. Legal and Advocacy Issues in Early Childhood**

SCANS Competencies

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.

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 & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & 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.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) **Professional Standards and Competencies for Early Childhood Educators**

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

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