

ACC Child Care & Development Dept.
CDEC 2326 Administration of Programs for Children I
Master Syllabus

Course Description: A practical application of management procedures for early care and education programs, including a study of operating, supervising, and evaluating programs. Topics covered include program philosophies, types of programs, policies, fiscal management, regulations, staffing, evaluation and communication. Regularly scheduled field assignments are required. This course is only offered in Fall Semesters. (Formerly CDP 1643) (3-3-1)

Prerequisites: CDEC/TECA 1311 or departmental approval, and DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisite: DEVR 1303 or DEVW1403 or satisfactory score on appropriate placement test.

Required Texts: Current edition of:

- ◆ *Developing and Administering a Child Care Center*, by Scaiarra and Dorsey, Delmar Publishers
- ◆ *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*, NAEYC
- ◆ *Day Care Minimum Standards and Guidelines*, Texas Department of Family and Protective Services

Course Rationale: This course is designed to provide a working knowledge of the management skills necessary for starting and operating an early care and education center, including planning, operational procedures, licensing requirements, supervising staff, program evaluation, working with the families and the community, and program quality.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 2: *Building Family And Community Relationships*

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

STANDARD 5: *Becoming A Professional*

5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, reflective, and critical perspectives on early education

5e: Engaging in informed advocacy for children and the profession

Course Objectives: In this course students will:

1. Analyze the planning functions of an administrator.
 - a. Analyze different types of early childhood programs.
 - b. Compare the functions and roles of the director in various programs.

- c. Define philosophy.
 - d. Discuss components of a philosophy.
 - e. Analyze philosophies from various types of programs.
 - f. Evaluate how the philosophy of a program affects the curriculum.
 - g. Recognize the important role of parents in planning for children.
 - h. Write a program philosophy including goals and objectives.
 - i. Analyze program policies (e.g., parent policies, personnel policies, etc.).
 - j. Write a parent policy handbook for an early care and education program.
2. Evaluate the operational functions of an administrator.
 - a. Discuss the licensing process.
 - b. Describe licensing regulations (Minimum Standards).
 - c. Simulate/participate in a licensing process.
 - d. Explain local, state and national laws and regulations which impact a program.
 - e. Identify resources available to assist programs.
 - f. Discuss the impact of developmentally appropriate practices on the operations of a program.
 - g. Define accreditation.
 - h. Examine a fiscal management system.
 - i. List the major categories of income and expenses budgeted in an early care and education program.
 - j. Evaluate a budget for an early care and education program.
 3. Interpret the supervisory functions of an administrator.
 - a. Analyze staffing needs.
 - b. Discuss employment process (e.g., job descriptions, recruiting, screening, interviewing, selecting, terminating).
 - c. Develop an orientation plan.
 - d. Evaluate a staff meeting.
 4. Summarize the evaluation functions in an early care and education program.
 - a. Summarize methods to evaluate the program.
 - b. Discuss purposes of and methods for staff evaluation and staff development plans.
 - c. Discuss techniques for staff evaluation.
 - d. Explain types of evaluations which can be completed for children.
 - e. Analyze evaluation instruments.
 - f. Conduct a program evaluation.
 5. Explore methods of effective communication.
 - a. Discuss importance of communicating with staff and families.
 - b. Explore methods of communicating with staff and families.
 - c. Implement a type of parent and/or staff communication.
 - d. Demonstrate teamwork skills when working with colleagues and families.
 6. Utilize skills in speaking, writing, computation, and computer utilization.

SCANS Competencies: Students will have multiple opportunities to: identify, organize, plan and allocate resources (**Resources**); acquire and use information (**Information**); work with others (**Interpersonal**); understand complex interrelationships (**Systems**); read, write, perform mathematical operations, listen and speak to groups (**Basic Skills**); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (**Thinking Skills**); display responsibility, self-esteem, sociability, self-management, integrity and honesty (**Personal Qualities**)

Course and Lab Policies and Requirements:

Lab Policy: This course involves observation of an accredited child care center (field experiences). Students may use their own employment site, if it's an NAEYC accredited center. Otherwise, students will need to observe at the ACC Lab School or another accredited center, approved by the instructor.

To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Incompletes: An incomplete means that there are extenuating circumstances which have prevented you from completing the class within the semester time-frame. An "I" will be given upon the request of the student only if at least 60% of course and lab work has been completed in a satisfactory manner. You will then have a limited amount of time to complete the course requirements. An automatic F results when the course is not completed as agreed upon.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology:

During all tests, please be sure that all electronic technology including, cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.