

ACC Child Care & Development Dept.
CDEC 2328-Administration of Programs for Children II
Master Syllabus

Course Description: is an in-depth study of the skills and techniques required in managing early care and education programs. Topics covered include legal and ethical issues, personnel management, conflict resolution and fiscal analysis. Regularly scheduled field experiences are required. This course is offered only in Spring Semesters. (Formally CDP 1643) (3-3-1)

Prerequisites: CDEC 2326 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 *Supervision in Early Childhood: A Developmental Perspective*, Joseph Caruso and M. Temple Fawcett; Teachers College Press, 1999.

Instructional Methodology:

- **In classroom:** Classroom discussions, role playing, small group work, case studies and lecture are all used in this course to reach instructional objectives.
- **In OPC/PCM:** CDEC 2328 is part of the distance learning offerings at ACC. An introductory online orientation is mandatory. There will be no regularly scheduled virtual classroom times, but there will be times that students will be required to meet online in the virtual classroom to complete a group project. Designated as a PCM, students are responsible for achieving the course objectives through textbook reading, reading the supplemental material provided online, completion of all assignments and group work.

Course Rationale: This course is the second of two courses designed to meet the 6 business hours mandated by the Texas Department of Protective and Regulatory Services for Director Requirements.

Course Objectives: in this course the student will:

1. Discuss codes of conduct.
 - a. Analyze the components of a code of conduct.
 - b. Identify the administrator's role in implementing a code of conduct.
 - c. Discuss professionalism.
2. Describe communication skills needed in effectively administering an early care and education program.
 - a. Identify components of effective communication.
 - b. Discuss conflict resolution.
 - c. Explain the process of team building.
 - d. Implement a type of staff communication.
 - e. Demonstrate teamwork skills.
3. Discuss the importance of parent education/partnerships in early care and education programs.
 - a. Analyze techniques for building partnerships with parents.
 - b. Describe methods of parent education.
 - c. Implement a technique(s) for providing parent education or building parent partnerships.

4. Explain the administrator's role in advocacy.
 - a. Define advocacy.
 - b. Analyze advocacy strategies.
 - c. Describe the accreditation process.
 - d. Explain accreditation criteria.
 - e. Complete self-study tools of an accreditation process.
 - f. Participate in an advocacy project.
5. Describe personnel management skills necessary to administer programs.
 - a. Discuss leadership styles and identify a style that fits the student as a director.
 - b. Explain change and the change process.
 - c. Discuss stress management.
 - d. Identify symptoms of burnout and how to avoid them.
 - e. Identify stages of development for teachers and directors.
 - f. Identify staff training needs.
 - g. Discuss how to conduct effective staff meetings.
 - h. Plan and conduct a staff meeting.
 - i. Write personnel policies for an early education program.
6. Explain legal issues which impact programs.
 - a. Discuss labor laws.
 - b. Discuss issues of negligence and liability.
 - c. Evaluate insurance needs of a program.
7. Evaluate fiscal responsibilities of an administrator.
 - a. Develop tools for marketing a program.
 - b. Discuss fundraising efforts to increase revenues for a program.
 - c. Analyze and develop budgets.
 - d. Develop a career ladder and salary schedule.
8. Examine current technology and issues in early care and education administration.
 - a. Analyze technology needs of an early care and education program.
 - b. Evaluate available administrative software.
 - c. Identify current issues affecting administration of programs.
9. Utilize skills in speaking, writing, computation, and computer utilization.

SCANS Competencies: Identify, organize, plan and allocate resources (**Resources**); acquire and use information (**Information**); work with others (**Interpersonal**); understand complex interrelationships (**Systems**); work with a variety of technologies (**Technology**); 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 will involve spending some hours observing at a child care center (field experiences). Observation time may be completed at the student's workplace or the ACC Lab School. Lab hours completed at the ACC Lab School must be pre-arranged with the instructor; lab hours completed at the workplace may be scheduled at the student's convenience. 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.

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'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.

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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.