Reese Campus

Course Title: **CDEC 2328. 200 ADMINSTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)**
Semester: Spring 2016
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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 *See STANDARDS page attached

Learning outcome/objectives are determined by local occupational needs and business and industry trends.	NAEYC Standards	NAEYC Supportive Skills
1. Discuss code of conduct.	6b	SS 1
2. Describe communication skills needed in effectively administering an early education program.		SS 3 SS 5
3. Discuss the importance of parent education/partnerships in early education programs.	2/4	
4. Define leadership and evaluate the skills needed to effectively lead an early education program.	6	
5. Explain the administrator's role in advocacy.	6	
6. Describe personnel management skills necessary to administer programs.		
7. Explain legal issues which impact programs.		
8. Evaluate programmatic responsibilities of an administrator.		
9. Examine current technology and issues in early care and education administration.		SS 2
10. Utilize skills in speaking, writing, computation and computer utilization.		SS 3

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.   **Develop a vision and mission statement for an early education program** 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
    e.   **Write personnel policies for an early care and education programs   F-11**
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.   **Develop 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. Regular class attendance & participation
2. Implementation and evaluation of assigned activities.
3. Small group activities
4. 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**
- Three-ring notebook with dividers for course materials
- **Computer storage materials** (disk, CD, or USB) to save assignments.

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

ATTENDANCE POLICIES

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in

which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

- Two tardies or two times leaving early will constitute one absence from class.
- For the purposes of this class, three or more absences is considered excessive.
- Drop date for the college is: **April 28, 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. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

EXAMINATION POLICY
No exams will be given. Grades will be based on participation, projects and activities. All work must be the sole work of the individual student with the exception of group / team work.

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 (13 classes X 25)	**325 points**	**900-1000 pts.**	**90 - 100%**	**A**
Notebook/Portfolio	**100 points**	**800-899 pts.**	**80 – 89%**	**B**
Defining Leadership Project	**100 points**	**750-799 pts.**	**75 – 79%**	**C**
Personnel Policies Project	**200 points**			
Emotional Intelligence Reflection	**50 points**	**700-749 pts.**	**70 – 74%**	**D**
Budget Analysis	**125 points**			
Environmental Quality Analysis	**100 points**	**0-699 pts**	**69% & below**	**F**
	1000 points			

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.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool may be used in this course.

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 <u>PERSONNEL POLICIES</u> including the Program Statements (Mission & Vision); the Organizational Plan; the Career Ladder, the Job Description and the Budget to be kept in their Professional Portfolio.

- **Missed classes** Notes, copies, etc. should be obtained from classmates or from the instructor <u>before or after </u>class. Class time will not be used for makeup concerns.

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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

WEEK ONE: INTRODUCTION
- Review syllabi
- Professionalism and ethics in early childhood education

WEEK TWO: LEADERSHIP
- Emotional intelligence and its relation to leadership
- Analyze leadership styles
- Developing a clear vision and mission

WEEK THREE: LEADERSHIP
- Recognizing leadership competencies
- Self-reflection in leadership
- Leading with purpose

WEEK FOUR: ORGANIZATIONAL CULTURE
- Organizational culture in early childhood programs
- Hiring and Recruiting

WEEK FIVE: ORGANIZATIONAL AND INTERPERSONAL COMMUNICATION
- Components of Effective Communication
- Team Building
- Working with Difficult People
- Effective Staff Meetings

WEEK SIX: ADVOCACY
- Stress in Childcare
- Advocacy and Change
- Importance of a career ladder for professional growth

WEEK SEVEN: PROGRAM DEVELOPMENT
- Maintaining a safe, healthy environment
- Curriculum development/child assessment
- Program quality assessment

WEEK EIGHT: PERSONNEL DEVELOPMENT
- Stages of development for teachers
- Importance of personnel policies
- Staff assessment
- Identifying and solving personnel issues

WEEK NINE: FINANCIAL OPERATIONS
- Analyze and develop budgets

WEEK TEN: FINANCIAL OPERATIONS
- Analyze and develop budgets
- Marketing your program

WEEK ELEVEN: LEGAL ISSUES IN CHILDCARE PROGRAMS
WEEK TWELVE: PARTNERING WITH PARENTS
WEEK THIRTEEN: PARTNERING WITH STAKEHOLDERS
- Defining stakeholders for program development
- Q-TIP: Quit Taking It Personally

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
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

SOUTH PLAINS COLLEGE

_____ 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.