**Reese Campus**

Course Title:      **CDEC 2328. 200 ADMINSTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)**
Semester:          Spring 2014
Instructor:        Johnanne Reynolds, Department of Child Development/Early Childhood
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                   Wednesday                              3:30-4:00
                   Friday                                 By Appointment *
                   *** Some Practicum visits are scheduled on Wednesday afternoons.**

**"South Plains College improves each student's life."**

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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 codes of conduct. | 5 | SS 1 |
| 2.  Describe communication skills needed in effectively  administering an early care and education program. |  | SS 3 SS 5 |
| 3.  Discuss the importance of parent education/partnerships in early  care and education programs. | 2/4 |  |
| 4.   Explain the administrator's role in advocacy. |  |  |
| 5.   Describe personnel management skills necessary to administer programs. |  |  |
| 6.   Explain legal issues which impact programs. |  |  |
| 7.   Evaluate fiscal responsibilities of an administrator. |  |  |
| 8.   Examine current technology and issues in early care and education administration. |  |  |
| 9.   Utilize skills in speaking, writing, computation and computer utilization. |  |  |

**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.   Discuss professionalism. F-1, F-17
2.  Describe communication skills needed in effectively administering an early care/education program.
     a.   Identify components of effective communication.
     b.   Discuss conflict resolution. C-13, F-9.
     c.   Explain the process of team building.
     d.   **Implement a type of staff communication. C-10, F-15.**
     e.   **Demonstrate teamwork skills.** C-9, F-11, F-16.

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. **Implement a techniques(s) for providing parent education and building parent partnerships. C-10, C-11, F-11.**
4. Explain the administrator's role in advocacy.
    a. Define advocacy.
    b. Analyze advocacy strategies. C-5.
    c. Describe the accreditation process.
    d. Explain accreditation criteria.
    e. **Complete self-study tools of an accreditation process.** C-6, F-8, F-11, F-13.
    f. **Participate in an advocacy project. C-7, C-9, F-14.**
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-14.
    f. Identify staff training needs.
    g. Discuss how to conduct effective staff meetings.
    h. **Plan and conduct a staff meeting. C-12, F-7, F-11, F-13.**
    i. **Write personnel policies for an early care and education programs. F-11**
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. C-2, F-3, F-4.**
    d. **Develop a career ladder and salary schedule. F-11.**
8. Examine current technology and issues in early care and education administration.
    a. Analyze technology needs of an early care/education program. C-8, C-18.
    b. Evaluate available administrative software.
    c. Identify current issues affecting administration programs.
9. Utilize skills in speaking, writing, computation, and computer utilization. F-1. F-2. F-5, F-6.

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## 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

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## 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

- **Handbook for Early Childhood Administrators: Directing with a Mission**, Reno, H., Pearson Education, Inc. Boston, 2008
- 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 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.
- It is the student's responsibility to sign in during each class.
- 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.**
- Good attendance may be used to raise a grade if it is near a "cut-off" point.
- Failure to attend class and/or complete assignments will affect your final grade.
- **Students are responsible for maintaining awareness of their class average and /or grades throughout the semester.**
- Students with excessive absences should consider withdrawing from the course to protect their G PA.
- 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 **April 22, 2014.**

## ASSIGNMENT POLICIES

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. 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, **Extra credit** may be earned by attending ACT Meetings and other professional development opportunities. All work must be the sole work of the individual student with the exception of group / team work. In this case, the same grade will be given to each member of the team.

**GRADING POLICY**      Grades will be assigned using the following criteria:

| | | |
|---|---|---|
| Participation (15 classes X 30) | 450 points | |
| Notebook/Portfolio | 100 points | |
| Advocacy Project (2 X 50) | 100 points | |
| Personnel Policies Project | 200 points | |
| Parent Meeting/Staff Training | 100 points | |
| Self-Study for Accreditation | 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.**

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**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.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment.  "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology.  This educational tool will be used in this course throughout the semester.

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**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.

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**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 PERSONNEL POLICIES including the Program Statement; the Organizational Plan; the Career Ladder; the Job Descriptions and the Budget to be kept in their Professional Portfolio.**
- **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.

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**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 in rooms 809 and 811, Reese Center Building 8, (806) 71-4675.

**WEEK ONE:** Discuss Syllabi
- Discuss Tentative  Schedule  and Grade Sheet
- Introduce Psychogeometrics
- Create Psychogeometrics Seriation Project

**WEEK TWO: ADVOCACY**
- Psychogeometrics – The Science of Understanding People, and the Art of Communicating with Them
- **Participate in an advocacy project. C-7, C-9, F-14.**
- **Demonstrate teamwork skills.** C-9, F-11, F-16.
- Advocacy Project for Parents Team

**WEEK THREE: CHAPTER14 PROGRAM PRACTICES TO SUPPORT FAMILIES**
- Advocacy Project for Parents Team  Time / Prepare Advocacy Presentation for ACT Meeting.
- **Implement a techniques(s) for providing parent education and building parent partnerships. C-10, C-11, F-11.**

**WEEK FOUR: CHAPTER ONE: ORGANIZATIONAL VISION/ MISSION  & CHAPTER TWO: ORGANIZATIONAL STRUCTURE**
- Name Center & Write Program Statement
- Writing Child Care Center Philosophy
- **Develop a career ladder and salary schedule. F-11.**
- Discuss the organizational culture in a child care program.
- **Plan and conduct a staff meeting. C-12, F-7, F-11, F-13. (Plan)**

**WEEK FIVE: CONDUCT STAFF MEETING**
- **Plan and conduct a staff meeting. C-12, F-7, F-11, F-13.** (Conduct)

**WEEK SIX:  CHAPTER THREE: PROGRAM POLICIES AND PROCEDURES & CHAPTER FOUR: JOB DESCRIPTIONS**
- **Implement a type of staff communication. C-10, F-15.**
- **Write personnel policies for an early care and education programs. F-11**
- Write Director Job Description
- Write Teacher Job Descriptions

**WEEK SEVEN: CHAPTER FIVE: DEVELOPING MANAGEMENT SYSTEMS**
- Individual and Team Work on Personnel Policies and Procedures

**WEEK EIGHT: CHAPTER EIGHT: ETHICAL BEHAVIOR/CODE OF ETHICS**
- **Ethics in Early Childhood Education - NAEYC Code of Ethical Conduct.**
- **Ethical Dilemmas.& Ethical Responsibilities of Program Administrators**

**WEEK NINE: CHAPTER TEN: LAW AND CHILD CARE**

**WEEK TEN: CHAPTER ELEVEN: FINANCIAL OPERATIONS**
- **Analyze and develop budgets. C-2, F-3, F-4.**
- **Develop a career ladder and salary schedule. F-11.**

**WEEK ELEVEN: CHAPTER TWELVE: MARKETING AND PUBLICITY**
- **Develop tools for marketing a program.**

**WEEK TWELVE: CHAPTER FIFTEEN: PROGRAM EVALUATION**
- **Complete self-study tools of an accreditation process. C-6, F-8, F-11, F-13.**
**WEEK THIRTEEN: Notebook Update**
**WEEK FOURTEEN: Notebook Due**

**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.

**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.

# 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**

SOUTH PLAINS COLLEGE

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.