COURSE SYLLABUS

Course Title: **CDEC 2326-151 ADMINSTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)**
Semester: Fall 2020
Instructor: Andrea Bewley, Adjunct Instructor
Class Times: Blackboard
Office Hours: by email or phone
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"South Plains College improves each student's life."

General Course Information

COURSE DESCRIPTION
This course is an application of management procedures for early care and education programs. Includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

STUDENT LEARNING OUTCOMES *See STANDARDS page attached

	NAEYC Standards
Develop an initial operational plan	S6
Identify the functions of an administrator	
Evaluate an early care and education program	

COURSE OBJECTIVES: Scans (C) and Foundations (F) list attached.
1. Analyze the planning functions of an administrator.
    a. Analyze various types of early childhood programs.
    b. Compare the functions and roles of directors in various programs.
    c. **Develop program goals for a high–quality program. (F-2, F-7, C-8, C-10, C-15)**
    d. Recognize the important role of parents in early childhood program planning.
2. Evaluate the operation functions of an administrator.
    a. Discuss the licensing process.
    b. **Analyze licensing regulations (Minimum Standards). (F-1, F-2, C-5, C-7)**
    c. Analyze local, state and national laws and regulations which impact a program.
    d. Discuss the impact of developmentally appropriate practice on program operations.
    e. Evaluate an early childhood classroom for developmentally appropriate practices. (C-5, C-7, C-15)
    f. Understand the major categories of income and expenses for early childhood programs. (F-4, C-16, C-5)
3. Interpret the supervisory functions of an administrator.
    a. Discuss supervision philosophy.
    b. Analyze licensing regulations with regard to staffing, staff training, and staff health and safety.
    c. Recognize the importance of working with diverse peoples.
    d. **Complete a communication style profile and reflect on findings. (F-7, C-4, C-14)**
    e. Interview a program administrator and summarize findings. (F-5, F-6, F-15, C-5)
4. Summarize the evaluation functions in an early care and education program.
    a. Evaluate methods to monitor program performance.
    b. Examine a fiscal management system.
    c. Conduct a program evaluation for best practices according to NAEYC Standards. (F-1, F-9, F-17, C-5, C-7, C-17)
5. Explore effective methods of communication.
    a. Discuss importance of communication with staff and families.
    b. Explore methods of communication with staff and families.
    c. Attend and evaluate a program staff meeting. (F-5, F-15, C-5, C-14)
    d. **Develop a parent communication tool. (F-2, F-6, F-7, C-7, C-19)**
    e. Demonstrate teamwork skills when working with colleagues. (F-5, F-15, C-9, C-12)

6. Utilize skills in speaking, writing, computation, and computer utilization. (C-8, C-9)

EVALUATION MEASURES
1. Regular class attendance & participation
2. Implementation and evaluation of assigned activities
3. ~~Small group activities~~
4. 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	**Foundation Skills**
Resources	Basic Skills
Interpersonal Skills	Thinking Skills
Systems	Personal Qualities
Technology	

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.

Class Requirements

TEXTBOOK & MATERIALS
Copy of Texas Department of Family and Protective Services Minimum Standards, Oct 2018
http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/746_Centers.pdf

Copy of Texas Department of Family and Protective Services Background Check Rules, January 2019
https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/745-sub-f-background-checks.pdf

ATTENDANCE POLICY
Students are expected to participate weekly in the Discussion Board section of the course on Blackboard. The weekly discussions will make up the attendance portion of the course grade. Students will be expected to reply to the posted discussion question and reply to the post of two classmates to get full credit for class participation each week.

ASSIGNMENT POLICY
All work is to be turned in through Blackboard on the due date.

EXAM POLICY
Exams will be administered only on given dates/times, unless prior arrangements have been made with instructor.

COMMUNICATION POLICY
➡ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will not be used in this course.
➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis**.

STUDENT CONDUCT
Students 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 CARRY
Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. 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, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:
          (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)
Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

SPECIAL REQUIREMENTS
➡ Students who wish to drop a course should communicate with the instructor, and then follow through with the official withdrawal process. A student who simply stops attending will receive an F as a final grade.
➡ The last drop date for the college is **November 19, 2020.**

GRADING POLICY

Participation (14 classes X 25)	**350 points**
Develop Program Goals	**100 points**
Minimum Standards Analysis papers	**400 points**
Parent Communication Tool	**100 points**
Communication Style Reflection paper	**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**

Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

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 Director of Health and Wellness at 806-716-2362.

Face Covering Statement

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

COURSE OUTLINE

A. **Understanding Minimum Standards**

B. **Communication**
>   Families
>   Staff
>   The community

C. **Evaluating Programs for Developmentally Appropriate Practice**
>   Classrooms
>   Staff
>   Program Quality

D. **Budgets in Childcare**

E. **Program Engagement**
>   Families
>   Staff
>   The community

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
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