

COURSE SYLLABUS

Course Title: **CDEC 2326-271 ADMINISTRATION OF PROGRAMS FOR CHILDREN I (3:3:0)**
Semester: Fall 2023
Class Times: Monday 6:00 – 8:50 pm
Instructor: Andrea Bewley, Adjunct Instructor
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	NAEYC Supportive Skills
Develop an initial operational plan	S6	SS 1
Identify the functions of an administrator		SS 3
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 local, state and national laws and regulations which impact a program. (F-1, F-2, C-5, C-7)
 - c. Recognize the impact of quality rating systems on early childhood programs.
 - d. **Evaluate an early childhood classroom for quality. (C-5, C-7, C-15)**
 - e. Identify 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. Recognize the importance of working with diverse peoples.
 - c. **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 the importance of communication with staff and families.
 - b. Explore methods of communication with staff and families.
 - c. **Complete a communication style profile and reflect on findings. (F-7, C-4, C-14)**
 - d. Demonstrate teamwork skills when working with colleagues. (F-5, F-6, C-9, C-12)
6. Utilize skills in speaking, writing, computation, and computer utilization. (C-8, C-9, C-18)

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

Resources

Interpersonal Skills

Systems

Technology

Foundation Skills

Basic Skills

Thinking Skills

Personal Qualities

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

LeeKeenan, Debbie and Ponte, Iris Chin. (2018)

From Survive to Thrive, A Director's Guide for Leading an Early Childhood Program

National Association for the Education of Young Children

ISBN: 978-1938113369

ATTENDANCE POLICY

Students are expected to attend class weekly and participate fully during class. If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to communicate with the instructor and then follow through with the drop process.

Course withdrawals are done through Student Support offices on all South Plains College campuses.

The last drop date for the college is **November 30, 2023**

ASSIGNMENT POLICY

All work is to be turned in on the date specified by the instructor. Late assignments will be docked 10% of the value per week unless prior arrangements have been made with the instructor.

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.

STUDENT CONDUCT

Students are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

Syllabus Statements

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

GRADING POLICY

Participation (14 classes X 25)	350 points
Communication Style Reflection paper	100 points
Director Interview Reflection paper	200 points
Developing program goals	200 points
Classroom Evaluation & Reflection paper	150 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.

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 (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



- ☐ I have reviewed the syllabus and understand the requirements for this course.
- ☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____