CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC 2326
ADMINISTRATIVE PROGRAMS FOR CHILDREN I

INSTRUCTOR: ______________________

I. INTRODUCTION

A. 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.

B. This course is a required course for AAS Degree and Certificates in the Child Development Department.

C. This course is occupationally related and serves as preparation for careers in Child Development Department.

D. Prerequisites(s): Six hours of child development college course work must be completed prior to enrolling in course

II. LEARNING OUTCOMES

A. Upon successful completion of this course, the student will: Develop an initial operational plan: identify the functions of an administrator. Evaluate an early care and education program.

B. Evaluate an early care and education program.

1. Analyze different types of early childhood programs.
2. Compare the functions and roles of the director in various programs.
3. Define Philosophy.
4. Discuss components of philosophy.
5. Analyze philosophies from various types of programs.
6. Evaluate how the philosophy of a program affects the curriculum.
7. Recognize the important role of parents in planning for children.
8. Write a program philosophy including goals and objectives.
9. Analyze program policies (e.g., parent policies, personnel policies, etc.) Write either a parent policy handbook or a personnel policy handbook for an early care and education program.

C. Identify the functions of an administrator
1. Discuss the licensing process.
2. Describe licensing regulations (Minimum Standards).
3. Explain local, state and national laws and regulations which impact a program.
4. Identify resources available to assist programs.
5. Discuss the impact of developmentally appropriate practices on the operations of a program.
6. Define accreditation.
7. Examine a fiscal management system.
8. List the major categories of income and expenses budgeted in an early care and education program.
9. Evaluate a budget for an early care and education program.
10. Assist with fiscal management in a program.
11. Participate in a licensing visit with a TDPRS representative.

D. Develop an initial operational plan
   1. Analyze staffing needs.
   2. Discuss employment process (e.g., job description, recruiting, screening, interviewing, selecting, terminating).
   3. Develop an orientation plan.
   4. Discuss how to conduct effective staff meetings.

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General
   1. Participate in class and laboratories regularly.
   2. Participate constructively in class discussions.
   3. Complete all assignments on time.
   4. Attend any face to face classes on time and remain for the duration of the period.
   5. Know and observe all college regulations.
   6. Be present/take all examinations.
   7. Read all assigned selections from the text, outside reading when assigned, and be ready to report on the reading.
   8. No tape recorders may be used in face to face classes without the expressed approval of the instructor.

Good class participation is indispensable for earning a good grade.
Regular attendance is essential for the same reason.
B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V. EXAMINATIONS

A. There will be at least two examinations. (Quizzes are optional.)
B. Make-up examinations will be given only with the instructor’s permission.
C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

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VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. **Withdrawal from course:** It is your responsibility as a student to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses
The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statue was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

C. **Incomplete Grade**: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in any classroom or laboratory/field experience setting.

E. **American with Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website
at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. ** Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Each student should avoid:

1. **Plagiarism**: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. **Collusion**: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. **Cheating**: giving or receiving information on an examination, homework, or projects.

VIII. **COURSE OUTLINE**

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.

Competencies National Association for the Education of Young Children
3A, 4D, 5A, 5B, 5C, 6A, 6B, 7A, 7B, 7C, 8A, 8B, 8C, 10A, 10 B, 10C, 10D, 10E, 10F Competencies: Scan Occupational C1, C2, C5, C6, CY, C8, C9, C11, C12, C13, C14, C16, C17.

A. **LESSON 1: CHAPTER 1: MANAGING CHILDREN’S CENTERS IN THE 21ST CENTURY , CHAPTER 2 TYPES OF CHILD DEVELOPMENT PROGRAMS**

1. **Learning Outcomes:**
a. Define key terms, including program administrator, leadership, management, advocacy, fertility rates, and child development center.
b. List and explain the core competencies required for directors of child development programs.
c. Identify and describe the stages of professional development for early childhood program administrators or leaders.
d. Discuss population trends that influence the field of early care and education.
e. Identify and explain the primary focus of five types of child-care programs.
f. Discuss the advantages and disadvantages of three ways to finance child development programs.
g. Describe a systems approach to providing child-care services.
h. Study current events in child care administration.

2. **Learning Activities:**

a. Read chapters in textbook
b. Review PowerPoint presentations
c. Complete Discussion Questions and Peer Posts
d. Compile Presentation

3. **Learning Outline:**

a. Discuss administrator roles
b. Consider management functions
c. Review & describe the five stages of professional development
d. Consider manager focus
e. Describe the thirteen core competencies for directors
f. Describe management functions
g. Discover five types of child development programs
h. Review the concept of human capitol
i. Study Universal Pre-K
j. Consider methods of financing child development programs
k. Discuss the true cost of childcare
l. Consider the Systems Approach

B. **LESSON 2: CHAPTER 3: APPLYING THEORIES IN MANAGING A CHILD DEVELOPMENT CENTER**

1. **Learning Outcomes:**
a. Define theory and explain why theories are important.
b. Identify characteristics of four different types of child development theories.
c. Describe key concepts associated with the major theories and give examples of how they are applied by child-care managers.
d. Describe the ways that organization and management theories have changed over time and give examples.
e. List and explain the five management processes.
f. Describe the components of the ecological systems framework and give an example of how it can be applied by a manager of a child-care center.

2. **Learning Activities:**

a. Read chapters in textbook
b. Review PowerPoint presentations
c. Complete Discussion Questions and Peer Posts
d. Compile Presentation

3. **Learning Outline:**

a. describe theories from different areas of knowledge
b. apply phases of center management to an external concept
c. discuss developmental theories
d. analyze theories of postmodern critics of child development theorists
e. describe and evaluate different ways of classifying organization theory
f. apply systems theory to a hypothetical scenario
g. describe the family ecosystem framework
h. describe the five basic management processes -----

C. **LESSON 3: CHAPTER 4&5: REFLECTIVE MANAGEMENT AND ORGANIZATIONAL MANAGEMENT**

1. **Learning Outcomes:**

a. Explain the importance of reflective practice for effective management.
b. Describe several management and leadership styles.
c. Discuss the role of emotional intelligence in management.
d. Identify several types of decisions and give examples.
e. List the steps involved in the decision process.
f. Use a system of prioritizing tasks as a time management strategy.
g. Define the terms organizational management and stakeholder as they relate to operating a child development center.
h. Describe the roles of the policy board and the advisory board.
i. Explain the differences among policies, procedures, and rules.
j. List and explain the regulatory and legal requirements governing the operation of child development programs.
k. Give examples of the types of planning that managers use.
l. List steps in the planning process and give examples.

2. **Learning Activities:**
   a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. **Learning Outline:**
   a. Assess one's progress toward self-mastery
   b. review the differences between active reflection, proactive reflection, and community reflection
   c. Create or evaluate classrooms floorplans for infants, toddlers, and preschool-age children
   d. Describe ways to adopt the physical environment for children with disabilities.
   e. Describe elements of a high-quality outdoor environment for play and learning.

**D. LESSON 4: CHAPTER 6: FISCAL MANAGEMENT**

1. **Learning Outcomes:**
   a. List resources needed to start and maintain a child development program.
   b. Discuss sources of funding for child development programs.
   c. Explain the relationship among parent fees, staff salaries, and quality of care.
   d. Calculate costs for staff salaries.
   e. Construct a budget.
   f. Identify strategies for managing center finances.

2. **Learning Activities:**
a. Read chapters in textbook
b. Review PowerPoint presentations
c. Complete Discussion Questions and Peer Posts
d. Compile Presentation

3. **Learning Outline:**

a. Define resource, MESH Formula of materials, equipment, space, and human energy.
b. Discuss how the MESH formula is used to identify the resources necessary to support and sustain an early care center.
c. Provide commentary about the costs of child-care, including discussion of fees, budgeting, start-up costs, operating budgets, business plans, and cash-flow analysis.
d. Evaluate how maintaining internal control of finances improves the operation of early care centers
e. Give examples of the elements that are important to the internal control of finances.

E. **LESSON 5: CHAPTER 7 & 8: PERSONNEL MANAGEMENT AND HUMAN RELATIONS**

1. **Learning Outcomes:**

a. Describe the steps in the job design process and create an example of each.
b. Discuss the role of organizational structure, authority, and span of control in coordinating the jobs in a child development center.
c. Give an overview of the steps involved in the staffing process.
d. Explain the importance of understanding staff members' needs, desires, and motivations.
e. Apply techniques for fostering effective communication with and among staff members.
f. Give examples of strategies for supporting professional development of staff members.
g. Describe the elements of a performance appraisal system.

2. **Learning Activities:**

a. Read chapters in textbook
b. Review PowerPoint presentations
c. Complete Discussion Questions and Peer Posts
d. Compile Presentation

3. **Learning Outline:**

   a. Describe what is involved in organizing for personnel management.
   b. Discuss how personnel management is different from staffing and staffing procedures.
   c. Give examples of all personnel management, staffing and staffing procedures, comparing and contrasting these different aspects of human resources.
   d. Define, compare and contrast the following aspects of employee development: job design, job analysis, and job description, giving examples of these terms in practical applications.
   e. Define, compare and contrast the following aspects of employee development: job specification, job classification, and job coordination, giving examples of these terms in practical applications.
   f. Consider how span of control, human ratio, and mathematical ratio differ, giving examples of these terms in practical applications.
   g. Identify how do job enrichment, mentorship, and active listening support the concept of valuing human capital in order to maintain a high-quality child care center.
   h. Explain and describe six strategies for attracting and retaining qualified staff, giving examples of strategies that you would implement in the first program you might direct.
   i. Analyze the seven steps of conflict resolution and give practical examples from early care environments.
   j. Explain how the use of a performance appraisal system supports or enhances the stages of professional development.
   k. Describe teachers' developmental stages.
   l. Analyze teacher needs for training and growth.
   m. Describe volunteers’ roles in child development centers.
   n. Discuss how volunteers can be of help to an early care program.
   o. Discuss how volunteers can be a hindrance to an early care program.
   p. Analyze how directors can enhance a volunteer’s helping opportunities and decrease the hindrances they pose to a program.

F. **LESSON 6: REVIEW-MID TERM**
G. **LESSON 7: CHAPTER 9: FACILITIES MANAGEMENT**

1. **Learning Outcomes:**
   
a. Compare the regulations and professional standards that apply when planning the physical environment of a child development center.
   b. Discuss ways that space is organized to meet children's basic environmental needs.
   c. Analyze how factors such as intended use and traffic flow influence the layout of a building or classroom.
   d. Create and evaluate classrooms floorplans for infants, toddlers, and preschool-age children,
   e. Describe ways to adopt the physical environment for children with disabilities.
   f. Describe elements of a high-quality outdoor environment for play and learning.

2. **Learning Activities:**
   
a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. **Learning Outline:**
   
a. Using an ecosystems perspective, discuss connections between the physical-biological and social-cultural environments in the child development center.
   b. Discuss how sustainability impacts the physical-biological and social-cultural environments in the child development center.
   c. Explain how regulations and professional standards govern essential aspects of the child care facility as well as children’s basic environmental need for movement, comfort, competence and a sense of control.
   d. Consider how personal space and density impact a child’s territoriality within an early care program.
   e. Explain how group size, building layout, room layout, indirect guidance, and arrangement of interest centers impact personal space, density, and territoriality within an early care program.
f. Explain the four activity types involved in caregiving as well as the two regions (each consisting of two subsets called ‘zones’) that comprise a room in an early care center.

g. Explain how activity types and regions that comprise a room impact caregiving and classroom design and management, considering the needs of adults as well as children when discussing space and furnishings.

h. Discuss why aesthetics, ease of supervision, special needs of individuals with disabilities and the outdoor learning environment are important aspects to pay attention to when considering the design of an early care center, as well as their relationship to each other.

H. LESSON 8: CHAPTER 10 & 11: MANAGING HEALTH AND SAFETY ISSUES AND MANAGING FOOD SERVICE

1. Learning Outcomes:

   a. Describe the policies and practices that child-care centers should have in place to protect and promote children's health.
   b. Give examples of risk management strategies for child-care centers.
   c. Discuss the health and safety aspects of meeting children's physiological needs.
   d. Explain how child development centers help meet children's mental health needs.
   e. Describe procedures to follow in caring for sick children.
   f. State the signs of child abuse and neglect, procedures for reporting, and ways to prevent its occurrence in the center.
   g. Discuss ways to set up and maintain a safe, healthy food program.
   h. Apply basic guidelines to plan nutritious meals for children at each age level.
   i. Explain how the center's food program relates to curricular goals.

2. Learning Activities:

   a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. Learning Outline:
a. Discuss why NAEYC and the American Academy of Pediatrics recommend that all child care facilities have a child-care health consultant
b. Analyze how having a child-health care consultant can support the American Academy of Pediatrics goal of having a medical home for all children in the United States
c. Connect primary caregivers to the concept of a medical home for all children.
d. Discuss connections between child-health care consultants and medical homes
e. Make recommendations for what early care centers might do to further develop the medical welfare of the children in their care.
f. Analyze how risk management, child abuse and neglect prevention are related
g. Consider how being a mandated reporter of child abuse can reduce the likelihood of child abuse in centers
h. Explain why having carefully planned emergency procedures is highly beneficial for early care centers.
i. Explain why consistent monitoring contributes to successful long-term implementation of emergency procedures.
j. Discuss how child care programs meet children’s physiological health needs and mental health needs.
k. Give examples of best practices in the areas of children’s physiological and mental health needs.
l. Explain the goals that are met for children through a well-planned child-care food service.
m. Consider best practices that directors might use to meet regulations and professional standards for children’s welfare.
n. Describe the federal subsidies which are available to help pay for food in child-care.
o. Discuss the appropriate equipment and supplies that are essential to maintain safe, sanitary conditions for food preparation.
p. Describe the functions of food service personnel in food-related activities.
q. Outline and discuss the methods of preventing food borne illness.
r. Discuss special considerations which need to be taken when caring for infants covering reporting food intake and elimination to parents and supporting mothers who wish to breastfeed
s. Analyze what food service policies should include	
t. Describe actions of an early care environment that have positive effects on children’s eating behaviors.
u. Identify how curriculum related to food should be planned, including concepts including cultural diversity.
I. LESSON 9: CHAPTER 12: EDUCATIONAL PROGRAMMING

1. Learning Outcomes:
   a. Discuss regulations and professional standards concerned with educational programming.
   b. Articulate the manager's responsibility for the educational program.
   c. Identify the basic requirements of a good educational program.
   d. Explain differences among curriculum models.
   e. Describe appropriate daily schedules and create weekly activity plans for 3- to 5-year-old children and for infants and toddlers.
   f. Give examples of ways to increase the meaningful involvement of families in the educational program.

2. Learning Activities:
   a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. Learning Outline:
   a. Discuss the organizations that address regulations and professional standards for early learning centers.
   b. Outline the manager's responsibilities regarding the educational programming in an early learning center.
   c. Describe the basic requirements of a good educational program and give examples of each requirement.
   d. Compare time-block plans to the schedules typically created for infants and toddlers.
   e. Discuss the family's role in the educational programs of early care centers.
   f. Describe how do the five principles of family involvement encourage support from the parents of the children in early care centers.

J. LESSON 10: CHAPTER 13 & 14: FAMILY SUPPORT AND MARKETING YOUR PROGRAM
1. **Learning Outcomes:**
   
   a. Explain how regulations and professional standards address the concept of family engagement.
   b. Discuss the ways in which program directors might apply knowledge of family systems and parenting styles.
   c. Explain the importance of family-friendly practice and cultural responsiveness for building relationships with families.
   d. Give examples of several strategies for building and maintaining partnerships with families.
   e. Explain the difference between marketing and public relations.
   f. Describe examples of effective marketing strategies.
   g. Describe examples of effective public relations strategies.

2. **Learning Activities:**
   
   a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. **Learning Outline:**
   
   a. Describe the licensing regulations that require centers to involve and collaborate with families.
   b. Describe ways for early care program directors to apply knowledge of family systems and parenting styles.
   c. Consider the way the application of family systems and parenting styles differ among families.
   d. Explain how variations among families within the three basic parenting styles are shaped by cultural and individual characteristics and values.
   e. Explain cultural responsiveness and what elements are included in it.
   f. Discuss the connections between and best practices in partnerships with families
   g. Analyze family-friendly practices for directors to utilize
   h. Identify strategies for building partnerships with families.
   i. Connect the ways conflict resolution with family members is similar to the ways a director would engage in conflict resolution among employees.
   j. Compare the similarities and differences between marketing public relations
k. Compare the similarities and differences between a key claim and a key proof
l. Compare the similarities and differences between customer profiles and generational marketing
m. Describe the connections between having a healthy servicescape and high quality customer service.

K. LESSON 11: CHAPTER 15 & 16: ASSESSMENT AND EVALUATION

LEADERSHIP

1. Learning Outcomes:
   a. Describe the manager's role in monitoring and controlling for quality.
   b. Explain the elements of program evaluation to include who is involved and what is evaluated.
   c. Discuss the advantages and drawbacks of methods for assessing children's learning

2. Learning Activities:
   a. Read chapters in textbook
   b. Review PowerPoint presentations
   c. Complete Discussion Questions and Peer Posts
   d. Compile Presentation

3. Learning Outline:
   a. Explain the differences between program evaluation, formative evaluation, and summative evaluation.
   b. Define assessment and discuss different approaches to assessment
   c. Discuss the variations in authenticity in assessments.
   d. Consider the differences and similarities between structural variables and process variables
   e. Explain how structural variables and process variables relate to program quality and accountability
   f. Describe the key players in establishing standards.
   g. Identify similarities and differences between the director duties of monitoring and controlling

L. LESSON 12: REVIEW AND FINAL