I. INTRODUCTION
A. 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, technical applications in programs and planning parent education/partnerships.

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

C. This course also meets on of the requirements for the ATT degree-EC-4 Early Childhood Specialization Only.

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

E. Prerequisite(s): None

II. LEARNING OUTCOMES
A. Upon successful completion of Administration of Programs for Children II, the student will be able to:

   1. Discuss codes of conduct.
      a. Analyze the components of a code of conduct.
      b. Identify the administrator’s role in implementing a code of conduct.
      c. Discuss professionalism.

   2. Describe interpersonal management skills
      a. Identify components of effective communication.
      b. Discuss conflict resolution.
      c. Explain the process of team building.
      d. Implement a type of staff communication.
      e. Demonstrate teamwork skills.
3. Evaluate parent involvement strategies.
   a. Analyze techniques for building partnerships with parents.
   b. Describe methods of parent education.
   c. Implement a technique(s) for providing parent education of building parent partnerships.

4. Explain the administrator's role in advocacy.
   a. Define advocacy.
   b. Analyze advocacy strategies.
   c. Describe the accreditation process.
   d. Explain accreditation criteria.
   e. Complete self-study tools of an accreditation process.

5. Explain legal issues
   a. Discuss labor laws.
   b. Discuss issues of negligence and liability.
   c. Evaluate insurance needs of a program.

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

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80- 89%</td>
<td>B</td>
</tr>
<tr>
<td>70- 79%</td>
<td>C</td>
</tr>
<tr>
<td>60- 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. **Withdrawal from course:** It is the students responsibility 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 statute 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. **Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
E. **American with Disabilities Act (ADA):** Students requiring accommodations for the class are responsible for contacting the Office of Disability Support Services (526-1195) located in building 111, room 207 on the main campus. 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. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. 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**

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, technical applications in programs and planning parent education/partnerships.

Competencies National Association for the Education of Young Children:
10.A. Leadership
10.B. Management Policies and Procedures
10.C. Fiscal Accountability Policies and Procedures
10.E. Personnel Policies
10.F. Program Evaluation, Accountability, and Continuous Improvement

Competencies: Scans Occupational 
C1, C2, C5, C6, C7, C8, C9,C11, C12, C13, C14, C16, C17. 
F1, F2, F3, F5, F6, F7, F8, F9, F11, F12,F13, F14, F15, F16, F 17.

A. **Lesson 1: Overview of Early Care and Education and Program Administration:**

1. **Learning Outcomes:**
   a. Describe the importance of the Early Years for children.
   b. List and identify the types of Early Childhood Programs.
   c. Identify the characteristic of quality.
   d. Demonstrate how the director moves the program to excellence.

2. **Learning Activities:**
   a. Research different Child Development Centers in the area and what services they provide for the community.
   b. Identify the special services in the area that are available to children and parents.
   c. Identify the characteristics of quality Child Development Centers.
   d. Identify the roles of a Director.

3. **Lesson Outline:**
   a. Types of programs in Early Childhood.
   b. Characteristics of quality.
   c. The roles of the director.
   d. Leadership styles.

B. **Lesson 2: Identifying Core Values, Developing Vision and Mission Statements, and Planning Program Evaluations**

1. **Learning Outcomes:**
   a. Identify the core values of a program that you would use.
   b. Describe what a vision statement does and why it is important.
   c. Explain why it is important for your program to develop a Mission statement.
   d. Identify the types of assessments used to evaluate programs of early care and education.

**Learning Activities:**
   a. Write a vision statement.
   b. Write a mission statement.
c. Develop core values for a program.

2. **Learning Outline:**
   a. Explore the values in the community.
   b. Identify a vision and mission statement.
   c. Identify evaluation systems.

C. **LESSON 3: Understanding Regulation, Accreditation Criteria, and Other Standards of Practice**

1. **Learning Outcomes:**
   a. Describe the purpose of regulations that apply to Child Development programs and list topics they address.
   b. Identify several ways accreditation standards are different from childcare regulations.
   c. State the purpose of Quality Rating and Improvement Systems.
   d. List some ways qualifications for administrators and teachers differ from licensure, accreditation, and the QRIS systems.

2. **Learning Activities:**
   a. Give an overview of the process of opening a New Licensed Child Care Center.
   b. Accreditation interview, observe a center that is in the process or has Accreditation.
      Give a comparison of Licensure and Program Accreditation.

3. **Lesson Outline:**
   a. Types of regulations in child development programs.
   b. Review child care licensing and accreditation.
   c. Understanding legal requirements in programs.

D. **LESSON 4: Policies and Procedures: Tools to Ensure Your Program’s Smooth Operation**

1. **Learning Outcomes:**
   a. Discuss the contributions well-developed policies and procedures can make to your program.
   b. Develop an outline for a staff manual, listing the major headings it should include.
   c. Describe the differences of family handbooks and staff policy manuals.
   d. Identify the types of issues that should be addressed in an administrative manual.

2. **Learning Activities:**
   a. Research staff manuals and family handbooks from other programs, identify the strengths and weaknesses.

3. **Learning Outline:**
   a. Discuss policies and procedures for a program
   b. Identify topics needed in staff manual.
   c. Compare policy handbooks and staff manuals.

E. **LESSON 5: Recruiting, Hiring, Leading, and Managing Personnel**

1. **Learning Outcomes:**
   a. Identify the personnel needs of early care and education programs.
   b. Describe the steps involved in recruiting and hiring program personnel.
   c. Discuss contributions the program’s leader makes to its success.
   d. List responsibilities the director assumes as the program’s manager.
   e.

2. **Learning Activities:**
   a. List the stages of Directors’ Development
   b. Conduct a mock interview using legal questions.

3. **Learning Outline:**
   a. Roles and qualifications for personnel
   b. Job Descriptions
   c. The recruitment process
   d. The director as the program leader
   e. Delegating responsibilities
   f. Personnel Services
   g. Essential Confidential Files

F. **LESSON 6: CREATING QUALITY LEARNING ENVIRONMENTS**

1. **Learning Outcomes:**
   a. Develop a plan for building a new or renovating an existing structure.
   b. Describe characteristics of inviting entrances and classrooms that meet the needs of children, families, and caregivers.
   c. List the features that you find in a quality outdoor learning environment.
   d. Identify characteristics that make classroom books and other instructional materials free from bias.
2. **Learning Activities:**
   a. Create a list of supplies that will be needed for a child development center.
   b. Design a floor plan for a pre-school classroom with age appropriate centers.
   c. List the five play zones of outdoor learning area.

**Learning Outline:**
   a. Discuss quality spaces indoors and outdoors.
   b. Provide checklist for safety and quality.
   c. Describe the equipment and materials needed in the program.

G. **LESSON 7: Managing Your Programs Finances**

1. **Learning Outcomes:**
   a. Name the sources of income early care and education programs can anticipate.
   b. Identify child care programs’ categories of expenses.
   c. Describe why accurately anticipating the program’s utilization rate is important when developing an annual operating budget.

2. **Learning Activities:**
   a. Review program budgets.
   b. Call other child development centers in your area and design a cost comparison chart of child care rates, registration fees and supply fees.

3. **Learning Outline:**
   a. Identify local program costs.
   b. Provide cost comparison charts and allocations.
   c. Compare program Budgets.

H. **LESSON 8: Marketing Your Program of Early Care and Education**

1. **Learning Outcomes:**
   a. Identify the components of an effective marketing plan.
   b. Describe internal and external marketing strategies often used by programs of early care and education.

2. **Learning Activities:**
   a. Develop a marketing plan for a center.
   b. Identify the process and estimate the cost.
   c. Create an ongoing plan for marketing your program.

3. **Learning Outline:**
   a. The importance and the differences of marketing and advertising.
   b. Discuss print media, digital and television.
c. Internal and External marketing plans and knowing the difference.

J. **LESSON 9: Teaching and Learning in the Children’s Program**

1. **Learning Outcomes:**
   b. Describe the role early learning standards play in early childhood education programming.
   c. Identify some (DAP) approaches to early childhood curriculum.
   d. Describe teaching strategies typically used by teachers of young children.
   e. Discuss how the program’s administrator sets the stage for learning.

2. **Learning Activities:**
   a. Review different characteristics of available curriculum.
   b. Using the recommendations for curriculum, compare a curriculum to those standards.

3. **Learning Outline:**
   a. Developmentally Appropriate Practices: The Foundation of Excellence
   b. Anti-Bias Education
   c. Curriculum
   d. Teaching Strategies
   e. Children schedules

K. **LESSON 10: Providing Quality Nutrition and Creating a Healthy Environment**

1. **Learning Outcomes:**
   a. Discuss the importance of providing healthy meals and snacks that meet young children’s nutritional needs.
   b. Describe essential policies designed to keep children healthy while they are in out-of-home-care.
   c. Identify steps that programs of early care and education can take to keep children safe.

2. **Learning Activities:**
   a. Explore the new USDA food guidelines.
   c. Create a policy describing when children must be excluded because of illness, and when they can return.
d. Create a weekly menu that meets the state minimum requirements and compare it with NAEYC Standards.

e. Watch video on SIDS provided by Extensiononline@tamu.edu

3. **Learning Outline:**
   a. The importance of good nutrition.
   b. Assessing the health of adults and children.
   c. Preventive practices.
   d. Addressing children’s safety while they are in your care.
   e. Preparing for emergencies.
   f. List community resources that support family wellness.
   g. Create list of practices to support good nutrition and health.

L. **LESSON 11: Child Assessment: An Essential Component of Quality Early Childhood Programming**

1. **Learning Outcomes**
   a. Contrast the characteristics of appropriate and inappropriate approaches to assessing young children.
   b. Identify performance assessment strategies that are appropriate for documenting what children know and are able to do.
   c. Describe some ways teachers of young children share their insights about what they know and are able to do with their families.
   d. Discuss the origins of kindergarten readiness assessments, the challenges faced by those tasked with their development, and factors that make it difficult to compare states’ results.

2. **Learning Activities:**
   a. Explore links to information regarding different assessments appropriate for young children.
   b. Review Developmentally Appropriate practices for all groups.
   c. Compare Performance Assessments.

3. **Learning Outline:**
   a. The Importance of Appropriate Assessment.
   b. Appropriate child observation and assessment methods.
   c. Planning and structuring developmentally appropriate strategies.
   d. Tools for Structuring Documentation and Analysis.
   e. Sharing assessment information.
   f. Kindergarten readiness assessments.

M. **LESSON 12: WORKING WITH FAMILIES AND COMMUNITIES**

1. **Learning Outcomes:**
a. Explain three approaches that programs of early care and education might take to working with families.
b. Identify some of the benefits enjoyed by children, families, and programs when families are engaged with the programs serving their young children.
c. Describe some effective strategies for building trusting relationships with all families.
d. Identify the stakeholder groups and the kinds of expertise that should be represented on programs’ advisory committees and boards of directors.

2. Learning Activities:
   a. Identify different groups in the community as a resource for parents.
   b. Create a Parent/School Program stating its benefits.
   c. Identify different opportunities for parents and staff to collaborate.
   d. Identify parent communication techniques for staff and parents.

3. Learning Outline:
   b. Threefold benefits of family-school collaboration.
   c. Challenges to family involvement.
   d. Helping families become acquainted with your program.
   e. Communication with families.
   f. Resources for families.
   g. Collaboration with the community.

N. LESSON 13: CONTRIBUTING TO THE PROFESSION

1. Learning Outcomes:
   a. Describe how the field of early childhood education has made progress achieving two of the eight criteria of professional status.
   b. Identify the advocacy tools that early childhood advocates should have at their disposal.
   c. Discuss opportunities that program administrators have to contribute to the fields’ future.

2. Learning Activities:
   a. Describe attributes of an effective advocate.
   b. Identify the eight criteria of professional status.
   c. Describe way to participate in advocacy for children.

3. Learning Outline:
   a. Promoting professionalization.
   b. NAEYC Code of Ethical Conduct
c. Engaging in informed advocacy, becoming an effective advocate

d. Supporting developing professionals