

Course Syllabus

Course: **CDEC 2326-151 Administration of Programs for Children I**
Semester: Fall 2024
Class Times: Online ~ Blackboard
Instructor: Vicki Hobbs
Office Hours: Monday through Thursday - By appointment
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Course Description

GENERAL COURSE INFORMATION

This course provides a practical application of management procedures for early child care education programs. The course includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation and communication.

Learning Outcomes

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

Course Objectives

- Analyze the planning functions of an administrator.
 - Analyze various types of early childhood programs.
 - Compare the functions and roles of directors in various programs.
 - Develop program goals for a high-quality program. (F-2, F-7, C-8, C-10, C-15)**
 - Recognize the important role of parents in early childhood program planning.
- Evaluate the operation functions of an administrator.
 - Discuss the licensing process.
 - Analyze licensing regulations (Minimum Standards). (F-1, F-2, C-5, C-7)**
 - Analyze local, state and national laws and regulations which impact a program.
 - Discuss the impact of developmentally appropriate practice on program operations.
 - Evaluate an early childhood classroom for developmentally appropriate practices. (C-5, C-7, C-15)
 - Understand the major categories of income and expenses for early childhood programs. (F-4, C-16, C-5)
- Interpret the supervisory functions of an administrator.
 - Discuss supervision philosophy.
 - Recognize the importance of working with diverse peoples.
 - Complete a communication style profile and reflect on findings. (F-7, C-4, C-14)**
 - Interview a program administrator and summarize findings. (F-5, F-6, F-15, C-5)
- Summarize the evaluation functions in an early care and education program.
 - Evaluate methods to monitor program performance.
 - Examine a fiscal management system.
 - Conduct a program evaluation for best practices according to NAEYC Standards. (F-1, F-9, F-17, C-5, C-7, C-17)
- Explore effective methods of communication.
 - 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)

Methods of Evaluation

1. Weekly participation in the online discussion board.
2. Implementation and evaluation of assigned activities.
3. 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, 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, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, 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 themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS and Foundation Skills

Resources	Basic Skills
Interpersonal Skills	Thinking Skills
System Technology	Personal Qualities

SPECIFIC COURSE REQUIREMENTS

Textbook and Materials

- All reading material will be provided for you on Blackboard.

Attendance Policy

- Students in this course attend class online. Attendance includes logging into the course 2-3 times per week, to be documented through the Blackboard system.
- 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 initiate a drop from the course. Course withdrawals are done through the registrar's office.
- Final drop date for the college is **December 4, 2024.**

Assignment Policy

- All assignments will be completed and/or submitted on Blackboard.
- Late assignments will receive a deduction of 10% each week, up to two weeks.
- Assignments are due on the dates specified in the course calendar, by 11:59pm.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

Syllabus Quiz	50 points
Discussion Board (17 Post @ 25)	425 points
Weekly Assignments (10 @ 20)	200 points
<u>Projects</u>	<u>325 points</u>
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

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

Communication Policy

- Communication for this course will take place through Blackboard.
- Students may also use SPC email to contact instructor. Messages should include course information in the subject line. **For example: CDEC 2326 Administration of Programs for Children I • Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to abide by standards of conduct as defined in the SPC Student Guide. See signature page at end of syllabus.

SYLLABUS STATEMENTS

For current syllabus statements, please refer to: <https://www.southplainscollege.edu/syllabusstatements/>

COURSE OUTLINE

- A. Establishing and Maintaining an Effective Organization
- B. Business and Operations Management
- C. Human Resource Leadership and Deployment

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-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 – understand 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 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.

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 for this course and understand the requirements as described.

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: _____

There will be a section in Blackboard where you will acknowledge the above statements.