

## **Administration of Programs for Young Children (CDEC 2326)**



**Credit:** 3 semester credit hours (3 hours)

**Prerequisite/Co-requisite:** N/A

### **Course Description**

An application of management procedures for early child care education programs, including a study of planning, operating, supervising, and evaluating programs. Topics include philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

### **Required Textbook and Materials**

1. *Administration of Programs for Young Children* by P. Click, 7<sup>th</sup> edition. Cengage Publishers.
  - a. ISBN number is 971418064853.
2. A package of #882 Scantrons and #2 pencils.

### **Course Objectives**

Upon completion of this course, the student will be able to:

1. Analyze the planning functions; evaluate the operational functions and interpret the supervisory functions of an administrator. (SCANS: C1.4, C3.5, C4.5, C5.4, C5.4, C6.4, C7.4, C8.4, F4.4, F5.4, F6.4, F16.5, F17.5)
2. Summarize the evaluation of functions in an early care and education program. (SCANS: C3.4, C4.4, C5.4, C6.4, C7.4, C8.4, F1, F2, F7, F9)
3. Explore methods of effective communication and utilize skills in speaking, writing, computation, and computer utilization. (SCANS: C1.3, C2.4, C10.4, C12.5, C14.4, F1, F2, F3, F13.5, F15.3, F16.5)

### **SCANS Skills and Competencies**

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

## **Course Outline**

- A. The Director: A Broad View
  - 1. History of Child Care in US
  - 2. Leadership/Management
  - 3. Organization/Communication
  - 4. Ethical Practices
  - 5. Professional Development
- B. Choices: Schools and Programs
  - 1. Types of Programs
  - 2. Child Care in Other Countries
- C. Setting Goals
  - 1. Philosophy
  - 2. Formulating Goals
  - 3. Developing Objectives
  - 4. Implementing Goals & Objectives
  - 5. Evaluating Outcomes
- D. Planning: Infants and Toddlers
  - 1. Infant-Toddler Development
  - 2. Developmentally Appropriate Infant-Toddler Programs
  - 3. Activities
  - 4. Space
  - 5. Adaptations for Special Needs Infants and Toddlers
- E. Planning: Preschool-Age Children
  - 1. Preschool Development
  - 2. Developmentally Appropriate Preschool Programs
  - 3. Activities
  - 4. Space
  - 5. Adaptations for Special Needs Preschoolers
- F. Planning: School-Age Children
  - 1. School-Age Development
  - 2. Developmentally Appropriate School-Age Programs
  - 3. Activities
  - 4. Space
- G. Staff Selection/Personnel Policies
  - 1. Staff Turnover
  - 2. Staff Qualifications
  - 3. Staff Recruitment
- 4. Application Information
- 5. Selection Process
- 6. Personnel Records
- 7. Classroom Substitute Personnel
- H. Staff Supervision and Training
  - 1. Supervision of Staff
  - 2. Evaluation of Staff Performance
  - 3. Staff Development
  - 4. Staff Relationships
  - 5. Burnout
- I. Student Teachers/Volunteers
  - 1. Characteristics of Student Teachers
  - 2. Role of the Director
  - 3. Orientation of Student Teachers
  - 4. Responsibilities of Student Teachers
  - 5. Reactions of Student Teachers
  - 6. Volunteers: Planning Service
  - 7. Orientation & Responsibilities
  - 8. Volunteer Handbook
  - 9. Supervision & Recognition Strategies
  - 10. Keeping Records
- J. Budget
  - 1. Development of Budget
  - 2. Expenses: Personnel
  - 3. Expenses: Variable & Fixed
  - 4. Income
  - 5. Trial Budget & Analysis
  - 6. Implementing Final Budget
  - 7. Keeping Budget Records
- K. Maintenance: Health & Safety
  - 1. Inventory
  - 2. Safety
  - 3. Health & Health Goals
- L. Food and Nutrition Services
  - 1. Menu Planning
  - 2. Food Service for Children
  - 3. Cooking Experiences for Children

## **Grade Scale**

1000 –900 points	A
899 – 800 points	B
799 – 700 points	C
699 – 600 points	D

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599 – 0 points F

**Course Evaluation**

Final grades will be calculated according to the following criteria:

1. 3 Tests	30 %
2. Introductory paper	10%
3. Staff Training Presentation	10%
4. Staff Training Summaries	10%
5. Résumé & Cover letter	10%
6. Round Table Discussion	10%
7. Professional/Ethics Packet	20%

**Course Requirements:**

1. Staff Training Presentation.
2. Professional Resume.
3. Round Table Discussion of TX Minimum Standards for Child Care Facilities.
4. Complete Professional/Ethics Packet.

**Course Policies**

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.
7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

**Disabilities Statement:**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for

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persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

**Course Schedule: (Subject to revision)**

<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
Week 1	Course introduction and policies	
Week 2	Chapter 1: Administration	pp. 2 – 29
	Chapter 2: Choices: Schools & Programs	pp. 38 – 58
Week 3	Introductory Paper Due	
	Chapter 3: Setting Goals	pp. 68 -83
	Chapter 4: Planning: Infants & Toddlers	pp. 93 - 124
Week 4	Professional/Ethics Packet: First Half Due	
	Chapter 5: Planning: Preschool Age Children	pp. 129 -167
Week 5	Chapter 6: Planning: School-Age Children	pp. 173 – 188
	Test 1: Chapters 1 – 6	
Week 6	Resume Draft Due	
	Staff Presentations Begin	
Week 7	Staff Presentations Continue	
Week 8	Staff Presentations Continue (as needed)	
	Chapter 7: Staff Selection/Personnel Policies	pp. 202 - 230
	Chapter 8: Staff Supervision & Training	pp. 235 -259
	Chapter 9: Student Teachers/Volunteers	pp. 265 – 280
Week 9	Chapter 10: Budget	pp. 286 -301
	Staff Presentations Summaries Due	
	Test 2 Chapters 6 – 10	
Week 10	Professional Ethics Packet: Second Half Due	
	Chapter 11: Maintenance: Health & Safety	pp. 306 - 320
	Chapter 12: Food & Nutrition Services	pp. 335 - 352
Week 11	Beginnings: A New Program	pp. 360 - 376
	Cover Letter & Resume Due	
Week 12	Begin Minimum Standards Discussion	
Week 13	Continue Minimum Standards Discussion	
Week 14	Continue Minimum Standards Discussion (as needed)	
Week 15	Continue Minimum Standards Discussion (as needed)	
	Cover Letter & Resume Review	
Week 16	Final Review	