

**CHDEV 40A**  
**Administration 1: Programs in Early Childhood Education**  
**Spring 2019**  
**Web Course (January 14 – March 17, 2019)**

**Instructor:** Marcy Davidson

**Class/Dates:** Online web only: January 14<sup>th</sup> – March 17<sup>th</sup>

**Email:** marcy.davidson@reedleycollege.edu

**Office:** Child Development Center

**Office hours:** Mon. 11:00a – 12:00p, Tues. & Thurs. 9:30a – 10:30a, Wed. 9:00a – 9:30a  
Friday Virtual Office Hour 8:00 – 9:00a

**Text:** *Developing and Adminstrating a Child Care and Education Program*, Sciarra, 8<sup>th</sup> or 9<sup>th</sup> Edition  
This text will be used in CHDEV 40A and CHDEV 40B.

Course Description

Introduction to the administration of early childhood programs. Covers programs types, budget, management, regulations, laws, development and implantation of polices and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program.

Course Outcomes:

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

1. Apply administration skills in various types of early care and education programs
2. Demonstrate knowledge of strategic and fiscal planning
3. Evaluate components of quality programs, facilities and operations.

Course Objectives:

In the process of completing this course, students will:

1. Access various methods and tools of evaluation
2. Compare and contrast various program structures, philosophies and curriculum models.
3. Demonstrate knowledge of compliance with regulatory systems
4. Examine effective policies and procedures for staffing and scheduling
5. Identify strategies to ensure equity and respect for children, families, staff and colleagues.
6. Summarize systems and methods to support sound fiscal operations in a variety of ECE setting

**Assignments/Requirements**

Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least two times per week, prepared and ready to discuss reading assignments

- All assignments must be neat and clearly labeled with student name and date.
- Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
- Always make a copy of your work.
- Late assignments – **Students are allowed ONE late assignment. Late assignments may be turned in up to 1 week past the due date. All late assignments must be completed by the end of the 8th week of the semester.** If you know you will be unable to turn in your work by the due date, you must contact the instructor. After one late assignment, no late work will be accepted.

- As an online course, you will be required to read and respond to your classmates.

This class only meets ONLINE. No face to face time is required. ALL work must be submitted via the class Canvas site. NO work may be turned in directly to the instructor.

### Assignments:

1. Online Orientation and Ground Rules – read and comment on orientation presentation and ground rules (Orientation 5 points / Ground Rules 5 points)
2. Introduction/Biography – A written self-portrait of who you are introducing yourself to your online classmates (15 points)
3. Program Philosophy Research Paper- Research at least five different types of child care programs. Write a three page research paper on the findings including type of program, description, philosophy, background and historical factors. Include a personal reflection as to which you would consider in future employment. SLO #1 (50 points)
4. Director Interview – Student will interview at least two directors currently working in the field from two different types of programs. Interview questions should include areas of fiscal management, enrollment policies, program operations, and program philosophy. SLO # 3 (25 points)
5. Weekly Check In - As an online class, our only way of communicating with each other is via Canvas. This weekly check in is used to let us know when you will be online each week and what you expect to be work on to complete the weekly assignments. (5 points each / 45 points total)
6. Discussion Boards – Reading the modules, articles and discussion boards will be provided weekly. Students are expected to read and respond to others in class. Participation in the discussion groups is essential to *your* learning. You will be placed in small groups and expected to engage in ongoing discussions with your group-mates each week. SLO # 1 – 3 (10 points each / 90 points)
7. Budget Analysis: Provide a detailed budget proposal and analysis based on program funding provided. This will include a breakdown of all costs, income and expenditures, and a detailed fiscal calendar and plan to maintain program operations. SLO # 2 (50 points)
8. Vision Statement – Develop a Director Vision Statement. This will include your personal beliefs, aspirations, skill set, community connections, and leadership mission. SLO # 1 (40 points)
9. Regulatory Analysis Report and Presentation – Provide a three page written paper on the regulatory agencies, accreditation programs, and evaluation tools early care programs. In addition to the paper, a PowerPoint presentation focusing on one of the above will be expected.. SLO # 3 (50 points)
10. Three quizzes – Three quizzes will be given during the semester. These include information from Modules, textbook reading, and materials provided., SLO #1 - #3 (25 points each / 75 points)

## Grades:

	Possible Points	Total Points	Final Grade
Online Orientation and Ground Rules	10		
Biography	15		
Program Philosophy/Research Paper	50		
Director Interview	25	405 - 450	A
Weekly Check In	45	360 - 404	B
Discussion Boards	90	315 - 359	C
Budget Analysis	50	270 - 314	D
Vision Statement	40	269 or below	F
Regulatory Analysis Report and Presentation	50		
Quizzes (3 @ 25 pts.)	75		
TOTAL POINTS	450		

If a problem arises during the semester, please make an appointment with the instructor to discuss how we can best resolve the issue and help you achieve success in class. **Grades are confidential and will not be discussed in the classroom.**

### Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

### Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email [rcwritingcenter@reedleycollege.edu](mailto:rcwritingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

### Web Classroom Expectations

- Students are expected to log on and actively participate in class discussions weekly.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Ground Rules.
- Students are expected to direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.

### Attendance

- If you do not check in weekly, you will be considered absent.
- If you miss more than three classes (weeks) the instructor *may* drop you.
- Dropping after the drop date will result in an “F” grade.
- It is the student’s responsibility to drop a class if they no longer intend to participate.
- If you have an emergency and are unable to check in by Monday, you may email or call the instructor

### Student Conduct and Cheating

- Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your own work, you must credit where the sources is cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated and may be grounds for failure of an assignment or the course.
- Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

### Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available through the Reedley College home page. Go to the Canvas Login. Your user ID will be your 7 digit ID number. Your password will be the same password you use with your student email. If you have not used Canvas before or need support, please call the SCCC help desk - 559-499-6070. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.sccc) email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.sccc email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

### Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlines by this syllabus.
3. the student’s understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
4. the student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

\*\* The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates to remember

First Day of Class	Tuesday, January 15, 2019
Campus Closed – MLK Day	Monday, January 21, 2019
Campus Closed –Lincoln Day	Friday, February 15, 2019
Campus Closed – President’s Day	Monday, February 18, 2019
Last Day add/ drop	Friday, February 1, 2019
Last Day to drop with a W	Friday, March 15, 2019
Campus Closed – Spring Break	Mon. April 15 – Fri. April 19, 2019
Last Day of Classes	Friday, May 24, 2019