APR - 9

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person __Linda S. Nelson__   Phone __7-2336__

Department __Human Development and Environmental Studies Department / Child Development and Family Relations Program__

II. PROPOSAL TYPE (Check All Appropriate Lines)

__X__ COURSE   __ADMN CHILD DEV CNTRS__
<div align="right">Suggested 20 character title</div>

____ New Course + _____
<div align="right">Course Number and Full Title</div>

__X__ Course Revision   __CDFR 427__   __Administration of Child Development Centers__
<div align="right">Course Number and Full Title</div>

____ Liberal Studies Approval ÷ _____
     for new or existing course
<div align="right">Course Number and Full Title</div>

____ Course Deletion _____
<div align="right">Course Number and Full Title</div>

____ Number and/or Title Change _____
<div align="right">Old Number and/or Full Old Title</div>

_____
<div align="right">New Number and/or Full New Title</div>

____ Course or Catalog Description Change _____
<div align="right">Course Number and Full Title</div>

_____ PROGRAM: ____ Major   ____ Minor   ____ Track

____ New Program * _____
<div align="right">Program Name</div>

____ Program Revision * _____
<div align="right">Program Name</div>

____ Program Deletion * _____
<div align="right">Program Name</div>

____ Title Change _____
<div align="right">Old Program Name</div>

_____
<div align="right">New Program Name</div>

III. Approvals (signatures and date)

_____   _____
Department Curriculum Committee   Department Chair

_____ 4/2/01   _____ 4/9/01
College Curriculum Committee   College Dean

_____   _____
*Director of Liberal Studies (where applicable)   *Provost (where applicable)

Old Catalog Description
HMEC 427   Administration of Child Development Centers   3c-0l-3sh
Prerequisite: HMEC 220 or equivalent, juniors or seniors only
Development of special knowledge and competencies needed by successful administrators of child
care programs including proposal writing, budgeting, management, staff selection and training,
appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program
evaluation.

New Catalog Description
CDFR 427   Administration of Child Development Centers   3c-0l-3sh
Prerequisite: CDFR 218 or equivalent, juniors or seniors only
Development of special knowledge and competencies needed by successful administrators of child
care programs including proposal writing, budgeting, management, staff selection and training,
appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program
evaluation.

2) Summary of Proposed Revisions

Drop HMEC 220 Teaching in Child Development Centers as a prerequisite.
Add CDFR 218 Child Development as a prerequisite.

3) Justification/Rationale for Revisions

CDFR 218 Child Development is a more appropriate prerequisite for CDFR 427.
Administration of Child Development Centers. Before students can fully comprehend the content
of the administration course, they need to have a basic understanding of the major developmental
theorists and age/stage development. The content of the old prerequisite, HMEC 220, which
focuses on successful classroom techniques, has never been necessary in order for students to be
successful in CDFR 427.   It has been impossible to enforce as a prerequisite since students
cannot enroll in it until they are seniors, and it was a mistake to have included it as such.

Syllabus of Record

I. Catalog Description

CDFR 427 Administration of Child Development Centers

3 class hours
0 lab hours
3 semester hours
(3c – 0l – 3sh)

Prerequisite: CDFR 218, juniors or seniors only

Development of special knowledge and competencies needed by successful administrators of child care programs including proposal writing, budgeting, management, staff selection and training, appropriate curriculum materials, philosophy, parent involvement, child advocacy, and program evaluation.

II. Course Objectives
After taking this course, students will:

1. demonstrate the special knowledge and competencies needed by successful administrators of child care programs.

2. explain the role of the child care administrator as a child advocate.

3. identify funding sources.

4. demonstrate the process of successful proposal writing.

5. analyze factors that contribute to program success and quality care for children.

III. Course Outline

A.. Historical Perspective and Funding Sources   3 lecture hours
    1. Child Day Care
    2. Head Start
    3. Private Programs and Half-Day Programs

B. Assessing Community Need   2 lecture hours

C. Regulation/Governance of Programs for Children   3 lecture hours
    1. Licensing Issues
    2. Governing Boards
    3. Funding Guidelines

D. Facilities for Developmentally Appropriate Programs   3 lecture hours
    1. Appropriate Space
    2. Appropriate and Adequate Equipment

E. Staffing Patterns and Administrative Organization   6 lecture hours
1. Job Definitions
2. Selection of Employees
3. Training
4. Supervision and Evaluation

F. Managing the Program's Finances   6 lecture hours
1. Costs of Operating a Center
2. Funding Sources and Proposal Preparation
3. Budget Considerations

G. Enrollment Management   3 lecture hours
1. Publicity
2. Grouping
3. Waiting List
4. Eligibility

H. Records and Reports   1.5 lecture hours
1. Personnel and Enrollment
2. Financial
3. Confidentiality
4. Use of Computers

I. Employer-Sponsored Programs   1.5 lecture hours

J. Infant-Toddler Programs and School-age Programs   3 lecture hours
1. Special Considerations
2. Facilities

K. Parent and Community Involvement   1.5 lecture hours

L. Planning and Scheduling Program Activities   1.5 lecture hours
1. Developmentally Appropriate Programming

M. Keeping Children Safe   3 lecture hours
1. Security
2. Nutrition and Health Services
3. Universal Precautions

N. Program Evaluation   2 lecture hours

Note: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

IV. Evaluation Methods

The final grade will be determined as follows:

60% Three Exams (including final) consisting of multiple-choice and short essay.

20% In-class Assignments including budget calculations, equipment purchase decisions, facilities identification, development of a needs assessment.

20% Development of a funding proposal for a child development program based on guidelines presented in class.

Grading Scale

90-100% = A
80-89%   = B
70-79%   = C
60-69%   = D

Students enrolled in CDFR 527 (graduate credit) will have additional graduate level assignments.

V. Attendance Policy

All students are expected to attend class for the full class time. Each class period represents a week of coursework. Although the need to miss class because of illness or personal emergency is recognized, the number of absences should not exceed one class period (total of three clock hours). Attendance will be taken at the beginning of each class. One unexcused absence will be allowed. Excused absences must be arranged in advance. A loss of 15 points will be taken for each unexcused absence.

VI. Required Textbook

Nelson, Linda S. and Alan E. Nelson. Child Care Administration: Planning Quality Programs for Young Children. Tinley Park, IL, Goodheart-Willcox Publisher, 2000.

VII. Special Resources
None

VIII. Bibliography
Current

Bredekamp, Sue, Ed. Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. Washington, D.C., National Association for the Education of Young Children, Revised Edition, 1997.

Sciarra, D.J. and Dorsey, A. G. Developing and Administering a Child Care Center. Albany, NY., Delmar Publishers, 4rd Ed. 1999.

Historic

Click, Phyllis M. Administration of Schools for Young Children, Fourth Edition. Albany, NY, Delmar Publishers, 1995.

Decker, Celia A. and John R. Decker. Planning and Administering Early Childhood Programs. Fifth Edition. Columbus, OH. Merrill Publishing Co., 1992.

Hildebrand, Verna. Management of Child Development Centers. Third Edition. New York, NY. Macmillan Publishing Company, 1992.

Richard, Mary M. Before and After School Programs: A Start-Up and Administration Manual. Nashville, TN. School-Age Notes, 1991.

Seaver, Judith W. and Carol A. Cartwright. Child Care Administration. Belmont CA. Wadsworth Publishing Company, 1986.

Shoemaker, Cynthia J. Administration and Management of Programs for Young Children. Englewood Cliffs, NJ, Prentice-Hall Inc., 1995.

Taylor, Barbara. Early Childhood Program Management: People and Procedures. 2nd Ed. Columbus, OH. Merrill Publishing Co. 1993.

HE 427   - ADMINISTRATION OF CHILD DEVELOPMENT CENTERS
SYLLABUS

Course Description: Three credits/three lecture hours per week
prerequisite: HE 218 or equivalent, junior standing

Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting and management, staff selection and training, appropriate curriculum materials and philosophy, parent involvement, child advocacy, and program evaluation.

Objectives:
After taking this course:

A. students will demonstrate the special knowledge and competencies needed by successful administrators of child care programs.

B. students will be able to explain the role of the child care administrator as a child advocate.

C. students will demonstrate that they understand funding sources and the process of proposal writing.

D. students will identify and analyze factors that contribute to program success and quality care for children.

Course Outline:

I. Historical perspective and Funding Sources
   A. Child Day Care
   B. Head Start
   C. Private Programs and Half-Day Programs

II. Assessing Community Need

III. Regulation/Governance of Programs for Children
   A. Licensing Issues
   B. Governing Boards
   C. Funding Guidelines

IV. Facilities for Developmentally Appropriate Programs
   A. Appropriate Space
   B. Appropriate and Adequate Equipment

Text:
Nelson, Linda S. and Alan E. Nelson. <u>Child Care Administration: Planning Quality Programs for Young Children.</u> Tinley Park, IL, Goodheart-Willcox Publisher, 2000.

Attendance: All students are expected to attend class for the full class time. Each class period represents a week of coursework. Although the need to miss class because of illness or personal emergency is recognized, the number of absences should not exceed one class period (total of three clock hours).

Evaluation: Evaluation will be based on performance on exams and in-class exercises, and written assignments. Students will be expected to attend and review one formal meeting of a governing board of a non-profit agency. Opportunities for this assignment and specific directions will be identified in class. A major class project will be required. Specific directions will be given prior to the midterm. Final grade calculation will be based on the following:

> **Percentage of total available points**
> 90-100% = A
> 80-89% = B
> 70-79% = C
> 60-69% = D

Students enrolled in HE 527 (graduate credit) will have additional graduate level assignments.

General Requirements: Students are responsible for all material covered in class (lectures, videos, speakers, etc.) as well as reading assignments.

Spelling, grammar, and proofreading will be considered as part of the grade for all written work. All assignments must be typed unless otherwise specified. Assignments are due on their due date. Late assignments will not be accepted unless arrangements are made with the instructor in advance of the due date.

Linda Nelson

From: George R. Bieger <grbieger@grove.iup.edu>
To: Linda Nelson <lnelson@grove.iup.edu>
Sent: Wednesday, May 09, 2001 2:29 PM
Subject: RE: Prerequisite for HE 426 Techniques of Parent Education

Linda:

The Professional Studies in Education Department supports the proposal
to allow ELED 215 "Child Development" to be an acceptable approved
pre-requisite for HMEC "Techniques of Parent Education".

This course (HMEC "Techniques of Parent Education") is an important
elective course for our undergraduate Early Childhood Education majors
and ELED 215 "Child Development" provides students with the appropriate
foundation to benefit from the advanced level course.

George Bieger

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-----Original Message-----
From: Linda Nelson [mailto:lnelson@grove.iup.edu]
Sent: Monday, May 07, 2001 6:24 PM
To: George Bieger
Cc: Linda S. Nelson
Subject: RE: Prerequisite for HE 426 Techniques of Parent Education

Hi George,
We are trying to "tidy" up our curriculum a little bit. One of the things we would like to do is add ELED
215 Child Development as an acceptable prerequisite for our class HMEC 426 Teaching in Child
Development Centers. This class is taken by the Early Childhood Education majors and the change
should make scheduling the class easier.

Would you please send me an e-mail that I can attach to our proposal indicating your support for this
change?

Thanks.
Linda N.