

10-15m.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-66m.	AP 4/13/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Fredalene B. Bowers	Email Address fbowers@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4046

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

☐ New Course ☐ Course Prefix Change ☐ Course Deletion
☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change

CDFR 427 Administration of Child Care Centers

Current Course prefix, number and full titleProposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.

3. Program Proposals

☐ New Degree Program ☐ Catalog Description Change ☐ Program Revision
☐ New Minor Program ☐ Program Title Change ☐ Other
☐ New Track

Current program nameProposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Fredalene B. Bowers	1/22/10
Department Chair(s)	Mary P. Sauer	1/22/10
College Curriculum Committee Chair	Robert Vestiluk	2/22/10
College Dean	Patricia R. Zoni	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
UWUCC Co-Chairs	Gail S. Schmitt	7-16-10

Received

JUL 16 2010

Liberal Studies

Received

FEB 25 2010

Liberal Studies

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 427 Administration of Child Development Centers

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218, 310, 315, 321, and 322

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 material and philosophy, parent involvement, child advocacy, and program evaluation.

II. Course Outcomes

Students will be able to:

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 the various funding sources for child care programs.
4. Devise a proposal for implementation and funding of a child care program.
5. Analyze factors that contribute to program success and quality care for children including staff selection and evaluation procedures.
6. Evaluate a child care program based on developmentally appropriate principles, current state and local regulations, NAEYC standards and PDE Pre-K standards.

III. Course Outline

A. Historical Perspective and Funding Sources

(2 hours)

1. Child Day Care Programs
2. Head Start Programs
3. Private Programs and Half-Day Programs

B. Assessing Community Need

(2 hours)

1. Characteristics of the Community
2. Predicting Future Trends
3. Needs Surveys

C. Regulation/Governance of Programs for Children	(2 hours)
1. Licensing Issues	
2. Governing Boards	
3. Funding Guidelines	
4. State Regulations	
a. Labor and Industry	
b. Department of Public Welfare	
c. Department of Education	
Exam I	(1 hour)
D. Facilities for Developmentally Appropriate Programs	(4 hours)
1. Preparing and/or Modifying the Facility	
2. Appropriate and Adequate Equipment	
E. Staffing Patterns and Administrative Organization	(4 hours)
1. Job Definitions	
2. Selection of Employees	
3. Training	
4. Supervision and Evaluation	
Exam II	(1 hour)
F. Managing the Program's Finances	(3 hours)
1. Costs of Operating a Center	
2. Funding sources and Proposal Preparation	
3. Budget Consideration	
G. Enrollment Management	(2 hours)
1. Publicity	
2. Grouping	
3. Waiting List	
4. Eligibility	
H. Records and Reports	(3 hours)
1. Personnel and Enrollment	
2. Financial	
3. Confidentiality	
4. Use of Computers	
Exam III	(1 hour)
I. Employer-Sponsored Programs	(2 hour)
1. Advantages and Disadvantages	
2. Current Trends	

- J. Infant-Toddler Programs, School-age Programs and Special Populations (3 hours)
1. Special Considerations
 2. Facilities
 3. Adaptations for Special Needs Children
- K. Parent and Community Involvement (2 hours)
1. Addressing Cultural, Linguistic, and Socio-Economic Diversity
 2. Communication with Parents and Families
- L. Planning and Scheduling Program Activities (4 hours)
- A. Developmentally Appropriate Practices
- M. Keeping Children Safe (3 hours)
1. Security
 2. Nutrition and Health Services
 3. Universal Precautions
- N. Program Evaluation (3 hours)
1. Meeting the Needs of Parents
 2. Fiscal Reports
 3. NAEYC Accreditation
 4. Keystone Stars

Final Exam - During Final Exam Week

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty within the CDFS Program. The following is an example of the evaluation methods used for this course.

75 % Examinations: The examinations could include multiple choice, true/false, matching, and short answer/essay with materials coming from lecture notes, the text, videos and class handouts.

25% Assignments: This includes specific assignments related to course material, individual or small group projects, proposal writing, developing budgets, evaluation of an early care and education center and program philosophy.

V. Grading Scale

- | | |
|---|-----------|
| A | 90%-100% |
| B | 80%-89% |
| C | 70%-79% |
| D | 60%-69% |
| F | below 60% |

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of unexcused absences should not exceed one week of class.

VII. Required Textbooks, supplemental books and reading

Copple., C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.) Washington, D.C.: National Association for the Education of Young Children.

Nelson, L., and Nelson, A. (2004). *Child care administration: Planning quality programs for young children*. (Rev. ed.). Tinley Park, IL: Goodheart-Willcox Publisher.

VIII. Special resource requirements

N/A

IX. Bibliography

Boyd, R. (2006). *Kidex for fours: Practicing competent child care for four-year olds*. Clifton Park, NJ: Thompson Delmar Learning.

Boyd, R. (2006). *Kidex for threes: Practicing competent child care for three-year olds*. Clifton Park, NJ: Thompson Delmar Learning.

Gonzales-Mena, J. (2001). *Multicultural issues in child care*. (3rd ed.). Englewood Cliffs, NJ: Mayfield Publishing Co.

Machado, J., & Reynolds, R. (2006). *Employment opportunities in education: How to secure your career*. Clifton Park, NJ: Thompson Delmar Learning.

Pennsylvania Department of Public Welfare. (2009). *Code: chapter 3270. child day care centers. general provisions*. Harrisburg, PA: Government Printing Office.

Sciarra, D. & Dorsey, A. (2007). *Developing and administering a child care and education program* (6th ed.). Clifton Park, NJ: Thompson Delmar Learning.

Shoemaker, C. (1995). *Administration and management of programs for young children*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Student Outcomes Matrix for CDFS 427 Administration of Child Care Centers

Course Objectives	NAEYC Standards	PDE PreK-4 Competencies
1	1. a,b,c 2. a,b,c 3. c 4. b,c 5. a,b 6. a,b,c,d	
2	6. b,e	I.C.12
3	6. a,d	
4	6. a, c, d	
5	6. a,b,c,d, e	
6	1. a,b,c 2. a,b,c 3. a,b,c 4. a,b,c 5. a,b,c	I.C.2 I.G. 1,2,3, &6

Part II. 2. Summary of Proposed Revisions

- A. CDFR 427 was revised in the following ways:
1. The course prerequisites were changed.
 2. The course outcomes were expanded from four to six outcomes.
 3. The course outline was expanded.
 4. The evaluation methods were modified.
 5. The bibliography was updated.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course prerequisites were changed to reflect the level of the course and the preparation needed to be successful in a senior level course.
2. The course outcomes were expanded from four to six outcomes to accurately reflect course content and the focus of the course. From the old syllabus of record, outcome (# 3) was separated into two separate outcomes addressing identification of funding sources (new # 3) and devising a proposal for implementation and funding of a child care center (new #4). Course outcome # 6 is a new outcome developed to align with current developmentally appropriate practices, new federal and state regulations and state qualifications for administration of a child care center.
4. The course outline was expanded to identify and elaborate on the topics covered in the course.
5. The evaluation methods were clarified to address assessment through both written examinations and graded assignments.
6. The bibliography was updated to include current research and resources utilized in preparation of course materials.

Part II. 4.

See attached for old syllabus of record.

Part III. LETTERS OF SUPPORT

None needed.

**CDFR 427/527 - ADMINISTRATION OF CHILD DEVELOPMENT CENTERS
SYLLABUS**

Course Description: Three credits/three lecture hours per week
prerequisite: CDFR 218 or ELED 215, 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

- V. Staffing Patterns and Administrative Organization**
 - A. Job Definitions**
 - B. Selection of Employees**
 - C. Training**
 - D. Supervision and Evaluation**
- VI. Managing the Program's Finances**
 - A. Costs of Operating a Center**
 - B. Funding Sources and Proposal Preparation**
 - C. Budget Considerations**
- VII. Enrollment Management**
 - A. Publicity**
 - B. Grouping**
 - C. Waiting List**
 - D. Eligibility**
- VIII. Records and Reports**
 - A. Personnel and Enrollment**
 - B. Financial**
 - C. Confidentiality**
 - D. Use of Computers**
- IX. Employer-Sponsored Programs**
- X. Infant-Toddler Programs and School-age Programs**
 - A. Special Considerations**
 - B. Facilities**
- XI. Parent and Community Involvement**
- XII. Planning and Scheduling Program Activities**
 - A. Developmentally Appropriate Programming**
- XIII. Keeping Children Safe**
 - A. Security**
 - B. Nutrition and Health Services**
 - C. Universal Precautions**
- XIV. Program Evaluation**

Text:

Nelson, Linda S. and Alan E. Nelson. Child Care Administration: Planning Quality Programs for Young Children. 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.