OFFICIAL SYLLABUS

DISCIPLINE : EDEC
COURSE : 445

A. Catalog Entry

EDEC 445 : Administration of Programs for Young Children

Abbreviation: (ADMIN PROGRAM YOUNG CHILD)

Two (2) hours lecture with one (1) hour lab (Total 3)

Prerequisite: IDEC major; senior standing; successful completion of EDEC 321, 322, 323, EDSP 360 or 361; 2.5 GPA; or permission of instructor

Course Description:
Addresses early childhood program administration including regulations, personnel, budget, schedules, health, safety, nutrition, anti-bias curriculum for young children, working with families based on family systems theories, documentation, and professionalism. This course requires extensive field experience.

B. Detailed Description of Content of Course

I. Establishing Anti-Bias Mission and Goals
   A. Philosophy
   B. Age Range
   C. Curriculum

II. Considering Federal, State, and Local Regulations
   A. NAEYC Standards
   B. State Regulations
   C. Local Regulations

III. Health, Safety, Nutrition
   A. Healthy children—mental, physical, oral, hygiene,
   B. Safe environments—indoor and outdoor
   C. Nutrition—healthy foods, and parent education

IV. Physical Arrangement, Equipment and Supplies
   A. Facilities—health and safety
   B. Layout of indoor and outdoor space
   C. Arrangement of equipment and learning materials

V. Budget & Finance

VI. Administrative Organization
   A. Developing policies & procedures
   B. Personnel/Staffing/Supervision

VII. Partnering with Families & Communities
   A. Parent Conferences
   B. Parent Involvement
   C. Parent Education
D. Recruiting community resources

VIII. Planning and Implementing the Program
   A. Planning and Scheduling Children's Activities
   B. Assessing, Recording, and Reporting Children's Progress

IX. Program Assessment

X. Advocacy for Young Children, Families and the Profession

XI. Professionalism

C. Detailed Description of Conduct of Course

This course includes lecture, field experiences, research, and individual/small group projects/reports. In addition, a simulation will be used in which students take on the role of an administrative director charged with the responsibility of developing a plan for setting up and managing a child development program serving all children ages birth to five. Before and after school programs will also be considered.

D. Goals and Objectives of Course

Goals, objectives, and assignments in the class address NCATE Standards 1b: Pedagogical Content Knowledge, and 1g: Professional Dispositions for all candidates.

Objectives below also include the following standards:

- Virginia Department of Education (VDOE) Licensure Standards Professional Studies requirements Competency and #2: Curriculum and Instruction

- National Association for the Education of Young Children (NAEYC) Standard
  - Standard #1: Promoting Child Development and Learning
  - Standard #2: Building Family and Community Relationships
  - Standard #5: Becoming a Professional

- Council for Exceptional Children (CEC/DEC) Common Core Standards
  - Standard #1: Foundation
  - Standard #5: Learning Environments and Social Interactions
  - Standard #9: Professional and Ethical Practice
  - Standard #10: Collaboration

Interdisciplinary Studies Early Childhood Education/Early Childhood Special Education (IDEC) competencies identified in the course objectives were developed to organize standards from six national and state specialty professional areas for which a crosswalk is provided.

As a result of this course, students should be able to demonstrate skills in the following competencies:

1. Pre-service teachers will participate as a team member to establish and maintain collaborative relationships with families and other professionals in diverse settings, utilizing technologies for communication and information exchange. (IDEC 2.1)
2. Pre-service teachers will demonstrate respect for the diversity of families, children, and settings, and maximize child potential within the context of diversity of culture, language, and ability in home, community, and society. (IDEC 2.2)
3. Pre-service teachers will apply family systems theory to family-centered services and assist families with child character development. (IDEC 2.4)
4. Pre-service teachers will establish and maintain physically and psychologically safe and healthy learning environments for young children. (IDEC 4.1)
5. Pre-service teachers will plan and implement health, nutrition, and safety practices addressing the development of good mental health and resilience to counter stress and trauma in young children. (IDEC 4.5)
6. Pre-service teachers will teach under supervision of qualified professionals in providing services to diverse children (ages and abilities) and families in a variety of settings, and will analyze their experiences. (IDEC 5.1)
7. Pre-service teachers will apply basic principles of administration and organization, including consultation, training other adults (such as paraprofessionals), inclusion, and performing formative and summative program evaluation for a variety of programming and service delivery options. (IDEC 6.2)
8. Pre-service teachers will serve as advocates for young children and their families and for the Early Childhood and Early Childhood Special Education profession. (IDEC 6.3)
9. Pre-service teachers will establish and maintain positive collaborative relationships with other professionals and agencies. (IDEC 6.4)
10. Pre-service teachers will adhere to professional codes of ethical conduct. (IDEC 6.5)
11. Pre-service teachers will employ sound and legal instructional and disciplinary practices. (IDEC 6.6)
12. Pre-service teachers will actively seek opportunities to grow professionally including analyzing, evaluating, and applying research. (IDEC 6.7)
13. Pre-service teachers will use technology as a tool for teaching, learning, research, and communication. (IDEC 6.8)
14. Pre-service teachers will demonstrate appropriate professional writing skills including organization, clarity, spelling, and grammar. (IDEC 6.9)

E. Assessment Measures

- Written tests
- Childcare center development plan
- Presentation of childcare center development plan
- Field experience notes
- Feedback and evaluation from cooperating professional
- Class participation
- Key NCATE Performance Assessment: “Parent/Family Involvement”

F. Other Course Information