DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Child Care Administration
COURSE NUMBER: CHLD-0146
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITS: Completion of required courses in the first year of Child Care Education Program or the consent of the instructor.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Business and administrative aspects of starting a child care program are introduced. Students set up a hypothetical child care center and study licensing and health and safety requirements. Staffing, scheduling, room arrangement, children’s program components, budgeting, office management, personnel training, advertising, and parent involvement are demonstrated and discussed.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE
I. Review:
   A. History
   B. Kinds of Schools

II. Setting goals:
   A. Basic Goals to Develop Child Care Program
      1. Importance of Positive Climate
      2. Staff Motivation
      3. Staff Meetings/Training Sessions
4. Volunteers/Community Members
5. Parent Involvement

III. Assessing Community Need for Program/Center
A. Needs of Center
B. Philosophy
C. Type of Program

IV. Licensing and Certifying
A. The “Reg’s Book”
B. Accreditation and Licensing
C. Different Levels of Credentialing

V. Budget and Finances
A. Resources
B. Salaries
C. Fee Schedule for Children
D. Depreciation

VI. Developing and Equipping the Center
A. Space Requirements
B. Floor Plans
C. Classrooms
D. Curriculum Areas
E. Indoors Blueprints/Sketches
F. Outdoors Blueprints/Sketches
G. Office
H. Storage
I. Kitchen
J. Auxiliary Needs

VII. Program Components
A. Equipment for Educational Activities Areas (Curriculum).
B. Auxiliary Services
   1. Physical
   2. Health Services
   3. Social Services
   4. Transportation

VIII. Staffing the Center
A. Personnel Policies/Job Descriptions
B. Employment Application/Credential File
C. Resume/Cover Letter
D. Confidentiality at an Interview

IX. Recruitment and Enrollment
A. Advertisement
B. Brochure
C. Parent Handbook
D. Forms and Records for Children
E. Open House
F. Parent Involvement

X. Evaluation of Center Components
A. Staff Evaluation
B. Program Evaluation

XI. Other Concerns:
A. Infants
B. School-Age Children
C. Special Children
D. Day Care Homes
E. Legislation

EXPECTED LEARNER OUTCOMES:

A. The student will be able to review the history of the main types of schools and facilities for the care and education of young children.
B. The student will be able to communicate to others the basic goals to develop programs/centers for the care and education of young children.
C. The student will be able to assess community needs for childcare programs/centers.
D. The student will be able to list licensing and certification requirements.
E. The student will be able to design an efficient and effective system for budget and finance.
F. The student will be able to write and communicate to others policies for developing and equipping the center.
G. The student will be able to develop procedures for purchasing equipment for educational activities areas.
H. The student will be able to explain differentiated staffing and scheduling responsibilities and duties.
I. The student will be able to develop a recruitment and enrollment program.
J. The student will be able to prepare policies for evaluation of center’s components.
K. The student will be able to develop policies for related issues.

COURSE COMPETENCIES:

The student will be able to review the history of the main types of schools and facilities for the care and education of young children.

1. The student will be able to present an overview of the history of schools and facilities for the care and education of young children.
2. The student will be able to explain the types of schools/centers for the care and education of young children.

The student will be able to communicate to others the basic goals to develop programs/centers for the care and education of young children.

3. The student will be able to formulate the purposes, standards, and philosophy of an early childhood education center.
4. The student will be able to write goals for the development of the administration or governing board.
5. The student will be able to explain the importance of creating a positive climate to further develop interpersonal board relationships.
6. The student will be able to appraise skills needed to provide staff motivation.
7. The student will be able to plan effective staff meeting and training seminars.
8. The student will be able to apply common principles of communication for working with volunteers and community helpers.
9. The student will be able to plan effective communication and orientation for parent involvement.

The student will be able to assess community needs for childcare programs/centers.

10. The student will be able to develop an effective assessment package for communicating the needs for the center.
11. The student will be able to formulate and communicate the philosophy of the early care and education program/center.
12. The student will be able to develop a consensus on the type of program/center needed for the early care and education of young children.
The student will be able to list licensing and certification requirements.

13. The student will be able to use the “Reg’s” book on licensing and certification.
14. The student will be able to detect differences between licensing and accreditation.
15. The student will be able to describe different levels of credentialing.

The Student will be able to design an efficient and effective system for budget and finances.

16. The student will be able to prepare an efficient and effective budget and finances system.
17. The student will be able to determine available resources and funding sources.
18. The student will be able to prepare a budget for salaries.
19. The student will be able to develop a children’s fee/tuition schedule.
20. The student will be able to determine a depreciation table.

The student will be able to write and communicate to others policies for developing and equipping the center.

21. The student will be able to analyze space requirements.
22. The student will be able to design a floor plan.
23. The student will be able to equip classrooms.
24. The student will be able to determine curriculum areas.
25. The student will be able to prepare blueprints/sketches for indoors.
26. The student will be able to prepare blueprints/sketches for outdoors.
27. The student will be able to provide office space.
28. The student will be able to provide storage space.
29. The student will be able to design kitchen space.
30. The student will be able to prepare for auxiliary needs/services.

The student will be able to develop procedures for purchasing equipment for educational activities areas.

31. The student will be able to describe procedures/plan for curriculum equipment purchases.
32. The student will be able to determine auxiliary services for physical plant.
33. The student will be able to provide for location of health services.
34. The student will be able to plan for inclusion of space for social services.
35. The student will be able to discuss pros and cons of providing transportation services.

The student will be able to explain differentiated staffing and scheduling responsibilities and duties.

36. The student will be able to develop personnel policies and job descriptions for staff.
37. The student will be able to complete an employment application and credential file.
38. The student will be able to compose a resume’ and cover letter.
39. The student will be able to interview confidentially.

The student will be able to develop a recruitment and enrollment program.

40. The student will be able to advertise the center.
41. The student will be able to create a brochure.
42. The student will be able to create parent handbook.
43. The student will be able to develop children’s forms and records.
44. The student will be able to plan an Open House.
45. The student will be able to involve parents in the program.

The student will be able to prepare policies for evaluation of center’s components.

46. The student will be able to evaluate staff.
47. The student will be able to evaluate the program.

The student will be able to develop policies for related issues.

48. The student will be able to assess the various issues of providing infant care.
49. The student will be able to address the various issues related to providing school-age care.
50. The student will be able to discuss the various aspects related to care of special children.
51. The student will be able to discuss knowledge of day care home care.
52. The student will be able to appraise and be up to date on local, state, regional and national legislation.

ASSESSMENT OF LEARNER OUTCOMES:
Grading is based on:  
  Attendance  
  Class discussion  
  Class participation  
  Written assignments  
  Projects  
  Reports  
  Exams

The following scale determines grades:

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

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and Interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.