COURSE TITLE: Child Care/Education Administrative Overview
COURSE NUMBER: CHD 2800

COURSE DESCRIPTION (with prerequisites):
This course is designed to meet the educational requirements for the Foundation Level Child Care and Education Administrator Credential as defined by the State of Florida. The curriculum provides for the competencies in the following areas: child care and education organizational leadership and management; child care and educational financial and legal issues; and child care and education programming. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Donna Doelman

EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
Textbook information provided by instructor.


GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in
the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website.
See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The **Academic Center for Excellence (ACE) Lab**, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

**CCC Outcome 1: Child Care and Organizational Leadership and Management**
- Identify effective organizational structures for a child care and educational setting that is effective and sustainable;
- Identify effective personnel policies and procedures which include a review of systems for staff recruitment, development, management, and evaluation.

**CCC Outcome 2: Child Care and Educational Financial and Legal Issues**
- Identify effective financial planning, budgeting, accounting, compensation, purchasing, and maintenance systems;
- Identify current publicity and marketing strategies that are effective and select strategies that could be implemented in a child care setting in this geographical area.
• Identify practices related to legal obligations and responsibilities in child care management

CCC Outcome 3: Child Care and Education Programming
• Identify components of a child care environment and curriculum that is culturally sensitive, non-discriminatory, and inclusive using curriculum that is based on principles of child development and professional standards;
• Identify systems for ongoing assessment and documentation related to individual children in the program;
• Identify how to maintain a system for monitoring practices related to health, safety, and nutrition;
• Identify how to implement policies that promote alliances with families and collaboration among programs, families, and community resources.
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<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CHD 2800</th>
<th>DISCIPLINE-SPECIFIC COMPETENCIES</th>
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- Compare child care programs; identify elements of a mission statement; conduct a self-evaluation of child care administrator skills, conduct a program evaluation of an existing child care center and analyze results; review existing personnel policies for a child care center; identify how learning styles of adults affect the work environment of a child care center.

- Identify elements of a child care budget; identify strategies related to tuition; analyze a mock child care budget; identify marketing strategies to promote a child care business; define and analyze federal laws and regulations related to operating a child care business; identify Florida’s child care rules and regulations using several scenarios.

- Identify essential elements (which includes family involvement in developing lesson plans) of a lesson plan that is based on the principles of child development and conduct a review of an existing lesson plan; Identify elements of an inclusive child care environment and conduct a “walk through” observation using a checklist of elements of an inclusive environment; identify assessments commonly used in child care settings and identify how the results are used /shared with families; identify the process for obtaining accreditation from the National Association for the Education of Young Children (NAEYC) and the role of families in the accreditation process.

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**Assessment Codes**

This course is not a General Education core course. It is designed to enable students to meet specific competencies in Child Care Center Management/Early Childhood Education as identified in the State of Florida Curriculum frameworks for Associate in Science programs.
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
RPT

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.