Code # ED01 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ECH 4646

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Management and Administration of Children’s Programs

Mngmt Admin Children’s Program

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

no

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

no

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Introduction to basic management, administration and leadership of child care programs. Includes policies and procedures, people and public relations, program practices, staff management, program development and children and families. Emphasis on professional development and growth.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

no

b. Why?

There are no prerequisites for this course. This course will provide an opportunity for college credit for specific professional development work completed by children’s programs administrators in Arkansas. These individuals come with a variety of educational and professional backgrounds.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

On demand

10. Contact Person (Name, Email Address, Phone Number)

Annette Hux, [ahux@astate.edu](mailto:ahux@astate.edu); 8709723059

11. Proposed Starting Term/Year

Fall 14

12. Is this course in support of a new program? NO

If yes, what program?

This course supports professional development work through ASU Childhood Services

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course will serve as a foundation for child care administrators. The NAEYC Program Administrator Competencies have been used as a basis for the organization and goals for the course. Completion of the course will support individuals in obtaining this nationally recognized credential. The following standards will be addressed, at least in part, by course content: A. *Management Knowledge and Skills*

Administrators need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning and how to manage staff to carry out the mission of the program.

**1. Personal and professional self-awareness**

* Knowledge and application of adult and career development, personality typologies, dispositions, and learning styles.
* Knowledge of one’s own beliefs, values, and philosophical stance
* The ability to evaluate ethical and moral dilemmas based on a professional code of ethics
* The ability to be a reflective practitioner and apply a repertoire of techniques to improve the level of personal fulfillment and professional job satisfaction

**2. Legal and fiscal management**

* Knowledge and application of the advantages and disadvantages of different legal structures
* Knowledge of different codes and regulations as they relate to the delivery of early childhood program services
* Knowledge of child custody, child abuse, special education, confidentiality, antidiscrimination, insurance liability, and contract and labor laws pertaining to program management
* Knowledge of various federal, state, and local revenue sources
* Knowledge of bookkeeping methods and accounting terminology
* Skill in budgeting, cash flow management, grant writing, and fund-raising

**3. Staff management and human relations**

* Knowledge and application of group dynamics, communication styles, and techniques for conflict resolution
* Knowledge of different supervisory and group facilitation styles
* The ability to relate to staff and board members of diverse racial, cultural, and ethnic backgrounds
* The ability to hire, supervise, and motivate staff to high levels of performance
* Skill in consensus building, team development, and staff performance appraisal

**4. Educational programming**

* Knowledge and application of different curriculum models, standards for high-quality programming, and child assessment practices
* The ability to develop and implement a program to meet the needs of young children at different ages and developmental levels (infant–toddler, preschool, kindergarten)
* Knowledge of administrative practices that promote the inclusion of children with special needs

**5. Program operations and facilities management**

* Knowledge and application of policies and procedures that meet state and local regulations as well as professional standards pertaining to the health and safety of young children
* Knowledge of nutritional and health requirements for food service
* The ability to design and plan the effective use of space based on principles of environmental psychology and child development
* Knowledge of playground safety design and practice

**6. Family support**

* Knowledge and application of family systems and different parenting styles
* Knowledge of community resources to support family wellness
* The ability to implement program practices that support families of diverse cultural, ethnic, linguistic, and socioeconomic backgrounds
* The ability to support families as valued partners in the educational process

**7. Marketing and public relations**

* Knowledge of the fundamentals of effective marketing, public relations, and community outreach
* The ability to evaluate the cost benefit of different marketing and promotional strategies
* The ability to communicate the program’s philosophy and promote a positive public image to families, business leaders, public officials, and prospective funders
* The ability to promote linkages with local schools
* Skill in developing a business plan and effective promotional literature, handbooks, newsletters, and press releases

**8. Leadership and advocacy**

* Knowledge of organizational theory and leadership styles as they relate to early childhood work environments
* Knowledge of the legislative processes, social issues, and public policy affecting young children and their families
* The ability to articulate a vision, clarify and affirm values, and create a culture built on norms of continuous improvement and ethical conduct
* The ability to evaluate program effectiveness
* The ability to define organizational problems, gather data to generate alternative solutions, and effectively apply analytical skills in its solution
* The ability to advocate on behalf of young children, their families, and the profession

**9. Oral and written communication**

* Knowledge of the mechanics of writing, including organizing ideas, grammar, punctuation, and spelling
* The ability to use written communication to effectively express one’s thoughts
* Knowledge of oral communication techniques, including establishing rapport, preparing the environment, active listening, and voice control
* The ability to communicate ideas effectively in a formal presentation

**10. Technology**

* Knowledge of basic computer hardware and software applications
* The ability to use the computer for program administrative functions

B. *Early Childhood Knowledge and Skills*

Administrators need a strong foundation in the fundamentals of child development and early childhood education to guide the instructional practices of teachers and support staff.

**1. Historical and philosophical foundations**—

* Knowledge of the historical roots and philosophical foundations of early childhood care and education
* Knowledge of different types of early childhood programs, roles, funding, and regulatory structures
* Knowledge of current trends and important influences impacting program quality
* Knowledge of research methodologies

**2. Child growth and development**—

* Knowledge of different theoretical positions in child development
* Knowledge of the biological, environmental, cultural, and social influences affecting children’s growth and development from prenatal through early adolescence
* Knowledge of developmental milestones in children’s physical, cognitive, language, aesthetic, social, and emotional development
* Knowledge of current research in neuroscience and its application to the field of early childhood education

**3. Child observation and assessment**—

* Knowledge and application of developmentally appropriate child observation and assessment methods
* Knowledge of the purposes, characteristics, and limitations of different assessment tools and techniques
* Ability to use different observation techniques, including formal and informal observation, behavior sampling, and developmental checklists
* Knowledge of ethical practice as it relates to the use of assessment information
* The ability to apply child observation and assessment data to planning and structuring developmentally appropriate instructional strategies

**4. Curriculum and instructional methods**

* Knowledge of different curriculum models; appropriate curriculum goals; and different instructional strategies for infants, toddlers, preschoolers, and kindergarten children
* Ability to plan and implement a curriculum based on knowledge of individual children’s developmental patterns, family and community goals, institutional and cultural context, and state standards
* Ability to design integrated and meaningful curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement, and technology
* Ability to implement antibias instructional strategies that take into account culturally valued content and children’s home experiences
* Ability to evaluate outcomes of different curricular approaches

**5. Children with special needs**

* Knowledge of atypical development, including mild and severe disabilities in physical, health, cognitive, social-emotional, communication, and sensory functioning
* Knowledge of licensing standards as well as state and federal laws (e.g., ADA, IDEA) as they relate to services and accommodations for children with special needs
* Knowledge of the characteristics of giftedness and how educational environments can support children with exceptional capabilities
* The ability to work collaboratively as part of family-professional team in planning and implementing appropriate services for children with special needs
* Knowledge of special education resources and services

**6. Family and community relationships**

* Knowledge of the diversity of family systems; traditional, nontraditional, and alternative family structures as well as family life styles; and the dynamics of family life on the development of young children
* Knowledge of sociocultural factors influencing contemporary families, including the effect of language, religion, poverty, race, technology, and the media
* Knowledge of different community resources, assistance, and support available to children and families
* Knowledge of different strategies to promote reciprocal partnerships between home and center
* Ability to communicate effectively with parents through written and oral communication
* Ability to demonstrate awareness and appreciation of different cultural and familial practices and customs
* Knowledge of child rearing patterns in other countries

**7. Health, safety, and nutrition**

* Knowledge and application of practices that promote good nutrition, dental health, physical health, mental health, and safety of infants-toddlers, preschool, and kindergarten children
* Ability to implement practices indoors and outdoors that help prevent, prepare for, and respond to emergencies
* Ability to model healthful lifestyle choices

**8. Individual and group guidance**

* Knowledge of the rationale for and research supporting different models of child guidance and classroom management
* Ability to apply different techniques that promote positive and supportive relationships with children and among children
* Ability to reflect on teaching behavior and modify guidance techniques based on the developmental and special needs of children

**9. Learning environments**

* Knowledge of the effect of the physical environment on children’s learning and development
* The ability to use space, color, sound, texture, light, and other design elements to create indoor and outdoor learning environments that are aesthetically pleasing, intellectually stimulating, psychologically safe, and nurturing
* The ability to select age-appropriate equipment and materials that achieve curricular goals and encourage positive social interaction

**10. Professionalism**

* Knowledge of laws, regulations, and policies that affect professional conduct with children and families
* Knowledge of different professional organizations, resources, and issues affecting the welfare of early childhood practitioners
* Knowledge of center accreditation criteria
* Ability to make professional judgments based on the
* NAEYC “Code of Ethical Conduct and Statement of Commitment”
* Ability to reflect on one’s professional growth and development and make goals for personal improvement
* Ability to work as part of a professional team and supervise support staff or volunteers

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course provides individuals with the opportunity to earn college credit for professional development opportunities already offered within the College of Education through ASU Childhood Services. While these individuals are not completing licensure programs, the impact of their work fits well within the mission of the Department of Teacher Education.

c. Student population served.

Degree or non-degree seeking individuals serving in, or pursuing professional development options to serve in administrator roles in programs serving children.

d. Rationale for the level of the course (lower, upper, or graduate).

The experiences and activities in this course focus on application of the job responsibilities of children’s program administrators.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Policies and Procedures including Minimum Licensing Rules and Regulations for the State of Arkansas including Risk Management

Week 2: People and Public Relations including Communication and the NAEYC Code of Ethical Conduct

Week 3: Program Practices including DAP, Environments, Schedules, Ages and Stages and Curriculum

Week 4: Staff Management including Fiscal Management, Labor Relations, Recruitment

Week 5: Staff Management including Interviewing and Staff Development

Week 6: Program Development including Vision, Strategic Planning, Staff Meetings

Week 7: Program Development including Staff Retention, Supervisory Styles, and Managing Your Priorities and Time

Week 8: Children and Families including Pedagogical Leadership, Play Experience, Planning for Children with Special Needs, Insights and Foundations, Engaging Children and Families

Week 9: Children and Families including Create a Caring Community of Learners, Teach to Enhance Development and Learning, Plan Appropriate Curriculum, Assess Children’s Development and Learning, and Develop Reciprocal Relationships with Families

Week 10: Resource Management and Family Engagement

Week 11: Personnel Management

Week 12: Organizational Management

Week 13: Professional Development and Leadership

Week 14: Final Exam and Exit Interview

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Program Administration Scale (PAS) Project -- completion and reflection on a program assessment instrument used in AR programs for children; revision of policies based on implementation of the PAS (20%)

3 Reflection Projects – reflection on readings and analysis of administrator roles in children’s programs (30%)

Professional Development Project/Portfolio == portfolio which includes an assessment of own professional development and plan for future professional development related to the varied and complex roles of children’s program administrators, standards for professional practice and reflections on practice (30%)

Final Exam and Exit Interview – written and oral (20%)

18. Special features (e.g. labs, exhibits, site visitations, etc.)

na

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course would be offered as college credit for interested individuals completing professional development through ASU Childhood Services. Students would be from throughout the state. Costs for the course would be absorbed through ASU Childhood Services. No additional resources would be needed for the Department of Teacher Education or the College of Education.

20. What is the primary intended learning goal for students enrolled in this course?

Provide a foundation of knowledge related to the field of early care and education administration with an emphasis on the leadership and management functions of an administrator including pedagogy, organizational development and systems, human resources, collaboration, and advocacy.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Neugebauer, Bonnie and Roger. (2005). Staff Challenges: Practical Ideas for Recruiting, Training and Supervising Early Childhood Employees. Washington: Exchange Press, Inc.

Carter, M., Curtis, D. (2010). The Visionary Director, 2nd Ed. Minnesota: Redleaf Press.

Bredekamp, S., Copple, C. (2006). Basics of Developmentally Appropriate Practice. Washington DC: NAEYC

T Talan & PJ Bloom. (2011). Program Administrator’s Scale (2nd ed.) Teachers College Press..

b. Number of pages of reading required per week: Enter text...

c. Number of pages of writing required over the course of the semester: Enter text...

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: emphasis on reflection of self and professional practice

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will understand the Program Administration Scale (PAS) and how it demonstrates the positive relationship between the quality of administrative practices and the quality of the child’s experiences in center-based programs.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Readings, class discussion, individual research and writing

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

PAS Project: Students will use the PAS to do a mock Program Review providing a score for each item. Students will use the results of the review to modify or create two center policies, procedures or systems. Class presentation will be required. Assessed with rubric provided to students.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students will understand the functions of an administrator including pedagogy, organizational development and systems, human resources, collaboration and advocacy.

Learning Activity:

Readings, class discussion, individual research and writing

Assessment Tool:

Reflection Project: Students will write three reflection papers addressing the functions of an administrator based on the required reading for this course. Assessed with rubric provided to students.

**Outcome #3**:

Students will have a working knowledge of the NAEYC Administrator Competencies and the Arkansas Key Content Areas and how they relate to the role of the administrator in leadership and management functions.

Learning Activity:

Readings, class discussion, individual research and writing.

Assessment Tool:

Students will create an Administrator Self-Assessment tool using the NAEYC Administrator Competencies and the Arkansas Key Content Areas and rate their knowledge and skill using the tool. They will use that information to write goals and objectives to create a continuous improvement plan that focuses on leadership and management functions. Students will create a portfolio that documents their beliefs, professional development and experiences in the field including a reflection paper that demonstrates a clear professional development path. Assessed with rubric provided to students.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

p. 432

**4636. Practicum in Early Care and Education** Students observe and effectively partici­pate in a group setting for young children for extended periods of time, increasingly responsible for all aspects of the group. This course includes a seminar which will focus upon professionalism. Prerequisites, ECH 4623. Summer.

**4646. Management and Administration of Children’s Programs** Introduction to basic management, administration and leadership of child care programs. Includes policies and procedures, people and public relations, program practices, staff management, program development and children and families. Emphasis on professional development and growth.

**ECH 480V. Special Topics** Current subjects of interest in Early Childhood Education profes­sionals with appropriate subtitles. All special topics must be approved by teacher education cur­riculum committee. One, two, or three credit hours. Special topics may be applied as an elective course to a degree program with permission of advisor and department chair prior to enrollment in the course. Must be admitted to Teacher Education Program. Demand.