

FCS 476  
Spring 2007

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## **COURSE SYLLABUS**

### **Course Designation**

**FCS 476 Practicum in Child Development Administration.** Practical experience in administration of programs for children under six years of age, including program design and implementation, financial management, staff relations and development, discipline, and parent involvement. Lecture 1 hour, lab 4 hours per week.

### **Course Objectives**

1. Identify responsibilities and demonstrate skills necessary to administer programs for children and families.
2. Explain the relevancy of director/parent communication and identify the skills necessary for an effective director/parent relationship.
3. Identify government and community agencies and resources serving children.
4. Identify family variables which influence the type of child care programs needed.
5. Explain the concepts involved in financial management in programs for young children.
6. Identify the skills necessary for personnel management in programs for young children.
7. Identify and demonstrate the skills necessary for program planning and evaluation.
8. Describe certification and licensing requirements.
9. Identify career opportunities for child development professionals in the area of teaching and human services.
10. Discuss current issues relevant to child care.
11. Develop a professional code of ethics as it relates to ethical issues of most concern to early childhood educators.
12. Identify various observation and assessment techniques and instruments and implement these in a laboratory setting.
13. Research and evaluate computer software and other technology for managing child care programs.
14. Discuss cultural diversity and the director's role in assuring the program is culturally diverse.

### **Text**

Click, Phyllis. Administration of Programs for Young Children, 6th edition.  
Clifton Park, New York. DelmarLearning. 2004

### **Requirements and Evaluation**

Lecture and attendance in service learning projects as specified by instructor. Service learning attendance is expected at the time arranged by the student and instructor. Students are expected to read the chapters assigned in the text as well as any outside readings. Knowledge of the test material coming from the text is the responsibility of the student.

### **Laboratory Participation**

Each student will participate in 4 hours per week of service learning that will include observation and participation in one of the Child Development Center rooms. Each student will be given a detailed schedule to show other service learning project that will take place over the semester. A total of 56 lab hours will be completed by each student. Points will be deducted for each hour missing.

**One of the four hours of laboratory experience is required each week for 14 weeks in one of the DSU Child Development Center classrooms (14 hours total). Absences from class and lab will be recorded. No laboratory hours may be made up for any reason. Laboratory hours count as class periods; absences from lab will be counted as absences in class.**

**CELL PHONES ARE STRICTLY PROHIBITED WHILE IN LAB!!!**

### **Attendance Policy**

A maximum of seven absences is allowed for this class, which includes both excused and unexcused absences. A student is required to attend 75% of classes scheduled for the semester. If the student misses more than seven of the scheduled classes, he/she has “cut out” and will receive an “F” for the semester. Tardiness is not a sign of responsible or mature behavior. Three tardies or early departures constitute one absence. Sleeping through class constitutes an absence. Cell phones will not be used to talk on or text while in class for any reason.

### **Guidelines for Tardy Work**

1. Points will be deducted for late work. Late is defined as being turned in after the class period on the due date. Work turned in after the due date may drop a letter grade for EACH day turned in late.
2. No tests will be given early or late except in cases involving illness. A student must call the division office before the test is given if there is an illness. A doctor’s excuse is required for an excused absence. Cases involving long term illness will be considered on an individual basis.
3. Make-up tests will be arranged with the division secretary. Tests must be made up within 3 days of the test date or an “F” will be given. A student with an extended illness will be given more time if needed. Students must present a doctor’s excuse for illness.

### **Assigned Requirements**

All written assignments are to be completed by word processing. Computer labs are available on campus in Kethley, Jobe, and Ewing. Any students needing assistance with writing skills should visit the Writing Center on campus.

### **University Policy on Cheating and plagiarism**

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable

doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and the dean of the school. The usual penalty involves a grade of zero on the test, examination, or paper in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another paper. A second offense by any student should be reported immediately for more stringent action.

**Accommodation of Disabilities**

It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

**Presentation Methods**

Lecture 30%, Audio visual 10%, Discussions/presentations 40%,  
Lab assignments/projects 20%

**Grading Scale**

- A = 94-100
- B = 84-93
- C = 74-83
- D = 65-73
- F = below 65

**Basis for Grading**

|  |              |
|--|--------------|
| 2 tests  | 200          |
| 1 Final exam (Current Issue Assignment)            | 100          |
| Program Investigation-Observation/Improvements     | 50           |
| Program Investigation-Interview                    | 50           |
| Review of professional journals\or internet search | 50           |
| Menu/Food Production Assignment                    | 50           |
| Budget Project                                     | 50           |
| Inventory/Safety Checklist                         | 50           |
| Service Learning Groups:                           |              |
| Lab: Attendance/Evaluation (14 hours)              | 100          |
| Resource Center (6 hours)                          | 50           |
| Crosstie (4 hours)                                 | 50           |
| Easter Egg Hunt (4 hours)                          | 50           |
| Office (4 hours)                                   | 50           |
| Bulletin Board (4 hours)                           | 50           |
| Parent Newsletter (4 hours)                        | 50           |
| Book Fair (4 hours)                                | 50           |
| Current issues assignment (8 hours)                |              |
| Teacher Appreciation & Tea (4 hours)               | <u>100</u>   |
|  | 1,150 points |

## COLLATERAL READINGS - FCS 476

### **Books**

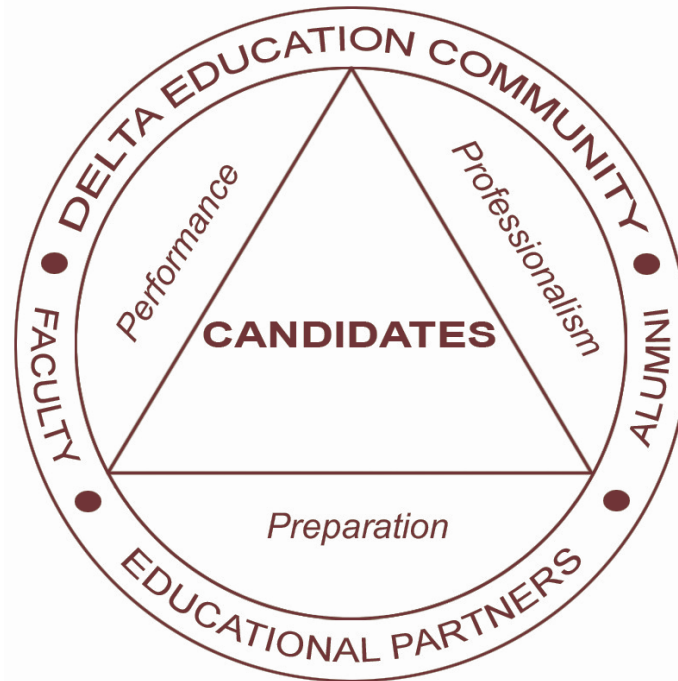
- Billman, J. (1993). Starting and operating a child care center. Madison, WS: Brown and Benchmark.
- Dodge, D., Colker, L. J., & Heroman C. (2002). The Creative Curriculum for Preschool. (4<sup>th</sup> edition) Washington, DC: Teaching Strategies.
- Greenman, J. (1988). Caring spaces, learning places. Children's Environments That Work. Redmond, WA: Exchange Press, Inc.
- Kostelnik, M., Soderman, A., & Whiren, A. (1993). Developmentally appropriate programs in early childhood education. New York: Macmillan Publishing Co.
- McMillan, Dana. (1996). Time for Assessment. Carthage, IL: Teaching & Learning Company.
- Marhoefer, P. & Vadnais, L. (1992). Caring for the developing child. (2nd ed.). Albany, NY: Delmar Publishers, Inc.
- Miller, Karen. (1996). The Crisis Manual for Early Childhood Teachers. Beltsville, MD: Gryphon House.
- Olds, Anita R. (2001). Child Care Design. New York, NY: McGraw-Hill.
- Seaver, J. & Cartwright, C. (1986). Child care administration. Belmont, CA: Wadsworth, Inc.
- Szanton, Eleanor S. (1997). Creating Child Centered Programs for Infants & Toddlers. Washington, DC: Children's Resources International.
- Taylor, B. (1993). Early childhood program management. (2nd ed.). New York: Macmillan Publishing Co.
- Watkins, K., Ed, D., & Durant, L. M.ED. (1990). The complete book of forms for managing the early childhood program. West Nyack, New York: The Center For Applied Research Education.

### **Periodicals**

- Young Children* (NAEYC)  
*Child Care Information Exchange*  
*Dimensions* (SACUS)  
*Childhood Education* (ACEI)

## College of Education Conceptual Framework

### DELTA EDUCATION MODEL



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

#### Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

