ECD 109 – Administration and Supervision
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course is a study of the role and responsibilities of an early childhood administrator. Special focus is on program monetary matters, space management, curriculum, health and food services, and relations among the public, staff, and parents.

Prerequisite(s): ENG 101
Credit Hours: 3.0
Class Schedule:

Instructor:
Office:
Office Hours:
Telephone:
E-mail:
Campus Mailbox: SA 119 or RH 126A
Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu
Departmental Assistant: Kimberley Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Decker, C.A. (2009*).Planning and Administering Early Childhood Programs*. Upper Saddle River, New Jersey: Pearson. (Ninth Edition)

Talan, TN. (2004). *Program Administration Scale: Measuring Early Childhood Leadership and Management*. New York: Teacher's College Press.

Course Objectives: Upon completion of this course the student will be able to:
1. Develop personal and professional goals and use a self-evaluation tool. (NAEYC 6c, 6d)
2. Discuss the child care law and current regulations, understanding the role of DSS, DHEC, Fire Marshall, Child Care Advisory Board, and State Legislature. (NAEYC 2b ,6a)
3. Discuss various child care programs and how they differ in philosophy and goals. (NAEYC 6d)
4. Demonstrate the use of the Program Administration Scale. (NAEYC 3c)
5. Give examples of the components of an appropriate parent and staff handbook. (NAEYC 2b)
6. Create a business plan and budget, listing the major categories of expenses. (NAEYC 6b)
7. Identify community resources (including health & safety resources, USDA, grants, etc) to assist with the sustainability of a child care/early education program. (NAEYC 2a, 6a)
8. Participate in a leadership/advocacy activity. (NAEYC 6e)

Course Outcomes and Competencies:
Intended Course Outcome #6: Students will be able to examine what it means to become a professional in the field of early childhood
Course Competency 6a: Students will be able to identify and involve themselves with the early childhood field.
Performance Measurement Instrument and Success criteria: Students will successfully complete a business plan f or an early childhood program.

NAEYC Standards
1. PROMOTING CHILD DEVELOPMENT AND LEARNING
   1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
   1b: Knowing and understanding the multiple influences on early development and learning
   1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
   2a: Knowing about and understanding diverse family and community characteristics
   2b: Supporting and engaging families and communities through respectful, reciprocal relationships
   2c: Involving families and communities in young children's development and learning
3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
   3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
   3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
   3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
   3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
   4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
   4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
   4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
   4d: Reflecting on own practice to promote positive outcomes for each child
5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
   5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
   5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
   5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6. BECOMING A PROFESSIONAL
   6a: Identifying and involving oneself with the early childhood field
   6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
   6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
   6d: Integrating knowledgeable, reflective, and critical perspectives on early education
   6e: Engaging in informed advocacy for young children and the early childhood profession
7. EARLY CHILDHOOD FIELD EXPERIENCES
   7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
   7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:
Discussion Board Questions – on-line: 100 points (10% of final grade)

Personal and Professional Goals: 100 points (10% of final grade)
Write your personal and professional goals, including strategies for achieving these goals.

Staff Handbooks: 100 points (10% of final grade)
Research a variety of staff handbooks. Write a comprehensive outline for your own staff handbook for your current or potential child care program.

Compare Programs: 100 points (10% of final grade)
Visit two different types of child care programs (must be different from your own and may not include your own). Write a one-page comparison of the advantages and disadvantages of each type of care. Choose from: private child care center,

church-based child care, registered family child care home, licensed group home, corporate child care, Head Start, public school child development, or inclusive care program. Describe the curriculum, staff, and administration of the program.

Exam: 100 points (10% of final grade)

Expert Presentation: 100 points (10% of final grade)
Research a topic or read a book to help you in your child care business. Write about and share your findings.

Program Administration Scale: 100 points (10% of final grade)
Using the Program Administration Scale, evaluate your own or another child care program.

Parent Handbooks: 100 points (10% of final grade)
Research a variety of parent handbooks. Write a comprehensive outline for your own parent handbook for your current or potential child care program.

Create a Business Plan: 200 points (20% of final grade)
Create a business plan for the start-up of your child care program. Include your philosophy, the start-up costs, program budget, and potential funding sources.

Course Grading:
Specific Assignments: Grading
All assignments will be graded for accuracy. <u>SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED!</u> Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.**

Discussion Board Questions (10 x 10pts ea.)	100
Goals & Strategies	100
Staff Handbooks	100
Compare programs	100
Midterm Exam	100
Expert Presentation	100
Program Administration Scale	100
Parent Handbooks	100
Business Plan & Budget	<u>200</u>
Total =	**1000**

Early Childhood Grading Scale:
A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Note: Please keep all assignments for your final portfolio for ECD 243.

Notes:

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MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

▪ The students of MTC have adopted the following Honor Code:
  As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
▪ The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
▪ Cheating on tests includes:
  . Copying from another student's paper.
  . Copying or presenting someone else's work as your own.
  . Using unauthorized materials during a test.
  . Collaborating with any other person during a test without permission.
  . Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  . Bribing any other person to obtain information about tests.
  . Substituting for another student, or permitting another student to substitute for you.
▪ Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
▪ The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
▪ For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy. Students in hybrid classes will be required to submit on-line discussion boards as part of their attendance for this class.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as

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professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. <u>Disruptive behavior is un-professional, and will not be tolerated</u>, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is <u>your responsibility</u> to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Materials used in connection with MTC courses may be subject to copyright protection and should not be copied or downloaded for further dissemination without proper permission from the appropriate copyright holder.

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Date	Class	Activities Due	Readings Due
Week 1	Introductions/ Overview/ Goals		
Week 2	Developing a vision, mission and program evaluation	Discussion board-1	Chapters 1& 2
Week 3	Understanding regulations, accreditation criteria and other standards of practice Establishing policies and procedures & Program Administration Scale	Discussion board-2 Goals & Strategies	Chapters 3 & 4
Week 4	Leading and managing personnel	Discussion board – 3	Chapter 5
Week 5	Creating quality learning environments	Discussion board - 4	Chapter 6
Week 6	Field Trip	Discussion board – 5	
Week 7	Financing and budgeting	Discussion board – 6 Compare Programs	Chapter 7
Week 8	Marketing your child care and education program	Discussion board – 7	Chapter 8
Week 9	Planning the children's program	Discussion board – 8 Parent Handbook	Chapter 9
Week 10	Providing nutrition, health, and safety services	Discussion board – 9 Staff Handbook	Chapter 10
Week 11	Assessment: An essential component of effective early childhood programming	Discussion board-10 Expert Presentations	Chapter 11
Week 12	Working with families and communities	Program Administration Scale	Chapter 12
Week 13	Contributing to the Profession	Business Plan	Chapter 13
Week 14	Discuss business plans		

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Rubric for Discussion Board Questions (10 points for each entry x 10 entries)

All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.

Criteria	Excellent	Good	Fair	Poor	Total
Discussions are completed on time	Discussion is entered on time (5)	Discussions are entered, but not on time (2)		Did not enter discussion (0)	
Answers are comprehensive and reflective	Discussion is comprehensive and reflective (5)	Discussion is somewhat comprehensive or reflective (3)	Discussions are brief and show no reflective thinking (1)	Did not enter discussion (0)	
Total possible score: 10				Actual Score: _____	

Rubric for Goals and Strategies

Write your personal and professional goals, including strategies for achieving these goals. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (100 Points)

Criteria	Excellent	Good	Fair	Poor	Total
Personal goals listed	20	15	10	0	
Professional goals listed	20	15	10	0	
Strategies are listed for personal goals	20	15	10	0	
Strategies are listed for professional goals	20	15	10	0	
Goals and strategies are comprehensive	20	15	10	0	
			Total possible score: 100	Actual Score _____	

Rubric for Comparing Programs

Visit two different types of child care programs (must be different from your own and may not include your own). Write a one-page comparison of the advantages and disadvantages of each type of care. Choose from: private child care center, church-based child care, registered family child care home, licensed group home, corporate child care, Head Start, public school child development, or inclusive care program. Describe the curriculum, staff, and administration of the program. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (100 points)

Criteria	Excellent	Good	Fair	Poor	Total
Visits	Visited at least 2 programs, different from own (20)	Visited 2 programs but included own (15)	Visited one program, different from own (10)	Only visited own program (0)	
Curriculum	Description of each program's curriculum is comprehensive (15)	Adequate description of each program's curriculum (12)	Minimal description of program's curriculum or only described one curriculum (10)	Did not describe any program's curriculum (0)	
Teachers and Children	Tells the number of children, classrooms, teachers, group size and ratios in each room (15)	Tells the number of children, classrooms, teachers, group size and ratios in most rooms (12)	Tells the total number of children and teachers and mentions group size and/or ratios (10)	Does not discuss numbers of children or teachers (0)	
Administration	Excellent discussion of who administers the program, office staff, roles, and how long they have been in business (20)	Good discussion of the administration and roles (15)	Minimal discussion of program's administration (10)	No discussion about program administration (0)	
Advantages and disadvantages	Comprehensive discussion of the advantages and disadvantages of each type of care (20)	Good discussion of the advantages and disadvantages of each type of care (15)	Minimal discussion of advantages and/or disadvantages of care (10)	Does not mention advantages or disadvantages of this type of care (0)	
Presentation	Paper is typed or clearly/neatly written with no grammatical errors. (10)	Paper is typed or clearly/neatly written with less than 4 grammatical errors. (8)	Paper is written with 5-10 grammatical errors or is not clear or neat (5)	Paper is hard to read or has more than 10 grammatical errors (0)	
			Total possible score: 100	Actual Score _____	

Rubric for Expert Presentation

Research a topic or read a book that will help you in your existing or future child care business. Write a 1-2 page report about this topic and share what you learned.

All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score. (100 points)

Criteria	Excellent	Good	Fair	Poor	Points
Topic	Student reads a book or researches a topic that would provide information and support for their current or future child care business (20)	Book or topic relates to operating a child care business (15)	Book or topic relates to an early childhood topic. (10)	Student reads a book that is not an early childhood topic or not helpful for operating a child care business (0)	
Written Report	Student writes a one to two page report about the book or topic. Writing shows thought and understanding of the topic. (30)	Student writes a report that shows some knowledge of the book or topic. (25)	Student writes a report that shows minimal understanding of the topic or book.(20)	Student writes a brief report or shows no understanding of the book or topic. (0-10)	
Reflection	Report includes a reflection of how they would use this information in their current or future child care operation (30)	Reflection is not comprehensive or does not include how they would use this information (25)	Reflection is not comprehensive and does not include how they would use this information (20)	No written reflection (0)	
Presentation	Written report is typed or neatly written with no grammatical errors. Student presents information to class (20)	Written report is typed or neatly written and has less than 5 grammatical errors. Student presents information to class. (15)	Written report is not neatly written and /or has 6-10 grammatical errors. Student presents information to class. (10)	Report has more than 10 grammatical error, or is not readable, or is not presented to class (0-5)	
			Total possible score: 100	Actual Score _____	

Rubric for Program Administration Scale

Using the Program Administration Scale, meet with a current child care administrator.   Comment on the first 21 items (not looking at staff). For all 21 items, discuss what they do and what you would like to do in your own program. Write a summary that would include the things the program does well and any barriers. Also reflect on what you would like to do in your own program. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (100 points)

Criteria	Excellent	Good	Fair	Poor	Total
What is being done at a program	Meets with a current child care program and states what is currently being done for 21 items. (NA accepted) (30)	Writes what is being done for 16-20 of the items. (25)	Writes what is being done for 10-15 of the items. (20)	Writes what is being done for less than 10 of the items (10)	
What would you do?	Writes a comment on what you would do for all 21 items. (NA accepted) (30)	Comments are written for 16-20 items. (25)	Comments are written for 10-15 items (20)	Comments are written for less than 10 items. (10)	
Summary of other child care program	Summary is comprehensive and includes assets and barriers. (20)	Summary is adequate but does not include assets or does not include barriers. (15)	Summary is brief and does not include assets and does not include barriers. (10)	No summary is written (0)	
Reflection of your own program	Reflection is comprehensive and includes ideas to incorporate in own program (20)	Reflection is adequate but includes ideas to incorporate in own program (15)	Reflection is brief and does not include ideas to incorporate in own program (10)	No reflection provided (0)	
			Total possible score: 100	Actual Score _____	

Rubric for Parent Handbooks

Research a variety of parent handbooks. Write a comprehensive outline for your own parent handbook for your current or potential child care program. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (100 points)

Criteria	Excellent	Good	Fair	Poor	Total
Headings	Major headings for the handbook include at least 15 different topics (30)	Major headings for the handbook include at least 10 different topics (20)	Major headings for the handbook include at least 8 different topics (10)	Major headings for the handbook include less than 7 different topics (5)	
Information included for each heading / topic.	Information for each topic includes at least 3 thoughts (30)	Information for each topic includes at least 2 thoughts (20)	Information for each topic includes at least 1thought (10)	No thoughts listed under headings/topics (0)	
Thoughtful and knowledgeable	Content shows a thorough knowledge of topic (30)	Content shows an adequate knowledge of the topic (20)	Content shows a minimal knowledge of the topic (10)	Content shows a poor knowledge of the topic (0)	
Presentation	Outline is typed or clearly/neatly written with no grammatical errors. (10)	Outline is typed or clearly/neatly written with less than 4 grammatical errors. (8)	Outline is written with 5-10 grammatical errors or is not clear or neat (5)	Outline is hard to read or has more than 10 grammatical errors (0)	
			Total possible score: 100 Actual Score _____		

Rubric for Staff Handbooks

Research a variety of staff handbooks. Write a comprehensive outline for your own staff handbook for your current or potential child care program. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (100 points)

Criteria	Excellent	Good	Fair	Poor	Total
Headings	Major headings for the handbook include at least 15 different topics (30)	Major headings for the handbook include at least 10 different topics (20)	Major headings for the handbook include at least 8 different topics (10)	Major headings for the handbook include less than 7 different topics (5)	
Information included for each heading / topic.	Information for each topic includes at least 3 thoughts (30)	Information for each topic includes at least 2 thoughts (20)	Information for each topic includes at least 1thought (10)	No thoughts listed under headings/topics (0)	
Thoughtful and knowledgeable	Content shows a thorough knowledge of topic (30)	Content shows an adequate knowledge of the topic (20)	Content shows a minimal knowledge of the topic (10)	Content shows a poor knowledge of the topic (0)	
Presentation	Outline is typed or clearly/neatly written with no grammatical errors. (10)	Outline is typed or clearly/neatly written with less than 4 grammatical errors. (8)	Outline is written with 5-10 grammatical errors or is not clear or neat (5)	Outline is hard to read or has more than 10 grammatical errors (0)	
			Total possible score: 100 Actual Score _____		

Rubric for Business Plan

Create a business plan for the start-up of your child care program. Include your philosophy, the start-up costs, program budget, and potential funding sources. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.** (200 points)

Criteria	Excellent	Good	Fair	Poor	Total
Need for child care program and personal information	Plan describes why you want to start a child care program and describes a little of your background / education. (30)	20	10	0	
Philosophy statement	Plan describes the philosophy of the child care program. (40)	30	20	0	
Program information	Plan describes program hours, location, fees, ages served, etc. (20)	15	10	0	
Curriculum approach	Plan describes the learning environment and the curriculum approach that will be used. (20)	15	10	0	
Describe marketing ideas	Plan describes how you plan to market and advertise your business. (20)	15	10	0	
Budget	Plan outlines a budget for the child care program (40)	30	20	0	
Budget Narrative	Plan describes the budget items and the break even point. (20)	15	10	0	
Presentation	Plan is typed and neatly presented. Shares plan with class. (10)	8	5	0	
			Total possible score: 200	Actual Score _____	

ECD 109 – Administration and Supervision

Assessment Record for _____

Assignments and Total Points	Possible Points	Actual Points
Midterm Exam	100	
Discussion Board Questions		
Discussion 1	10	
Discussion 2	10	
Discussion 3	10	
Discussion 4	10	
Discussion 5	10	
Discussion 6	10	
Discussion 7	10	
Discussion 8	10	
Discussion 9	10	
Discussion 10	10	
Goals & Strategies	100	
Staff Handbooks	100	
Parent Handbooks	100	
Compare Programs	100	
Expert Presentation	100	
Program Administration Scale	100	
Business Plan	200	
Totals	1000	

Midland's Technical College
ECD 109 – Administration and Supervision
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

_____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class**:**

_____

_____

_____

What the instructor needs to know to help me be successful in this class:

_____

_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ Date: _____

INSTRUCTOR: _____ Date: _____