

4. Management tools	
B. Community Needs Assessment	3
1. Program philosophy	
a. Writing and developing	
b. Mission of program	
2. Types of programs	
a. Child and youth	
b. For profit, not-for-profit	
c. Public schools	
d. Religious affiliation	
e. Corporations	
f. Recreation facilities	
C. Licensing and Certification	4
1. State licensing	
a. Licensed care	
b. Non-regulated care	
2. Accreditation	
3. Credentialing	
D. Center Structure	2
1. Organization of the center	
a. IRS classification	
b. Profit and not-for-profit programs	
2. Boards	
a. Board committees	
b. Board duties	
c. Board communication	
d. Board operation	
E. Fiscal Responsibility	4
1. Budget	
2. Funding	
a. Fundraising	
b. Grants	
3. Marketing	

F. Equipping the Center	5
1. Environment	
a. Space analysis	
b. Climate	
2. Ordering equipment	
a. Needs assessment	
b. Budget constraints	
3. Managing equipment	
a. Inventory	
b. Maintenance and repairs	
G. Staffing the Center	4
1. Personnel policies	
2. Job descriptions	
3. Selecting employees	
a. Orientation	
b. Turnover	
H. Grouping and Enrolling Children	4
1. Rationale for types of grouping	
a. Group sizes	
b. Mixed-age vs. single-age grouping	
c. Staff- child ratios	
2. Inclusion of children with special needs	
3. Enrolling children	
a. Intake procedures	
b. Forms	
c. Confidentiality	
4. Record keeping software programs	
I. Managing Health and Safety Components	5
1. Food service programs	
a. Menu planning	
b. USDA Child and Adult Food Care Program	
c. Food sanitation procedures	
2. Health and safety practices	
3. Risk assessment and management	
4. Child abuse	
a. Recognizing and reporting	
b. Legal issues	
c. Policies to prevent child abuse in programs	
J. Evaluating Center Components	5
1. Purpose of Evaluation Plans	
a. Staff evaluations	
b. Child assessments	
c. Program evaluation	

- K. Professional Development 2
 - 1. Staff Meetings
 - 2. Staff Training
 - 3. Staff Supervision
 - a. Observations
 - b. Coaching and mentoring
 - 4. Personal professional development plans

- L. Families and Community 3
 - 1. Family involvement
 - 2. Demanding families
 - 3. Family handbooks
 - 4. Community outreach

VII. Textbooks

Sciarra, D.J., Dorsey, A., & Lynch, E. (2013). Developing and administering a child care and education program 8th ed: Cengage Learning.

VIII. Basis for Student Evaluation

Peer Discussions, Reviews, and Activities	30%
Assignments and Exams	50%
Professional Contribution	20%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>