I. Catalogue Description and Credit Hours of Course
Introduction to program operation priorities, practices, and resources for administration of child and youth programs, including standards and policy analysis. (3)

II. Prerequisite(s)
None.

III. Objectives of the Course
A. Identify a variety of child and youth curricula and program types.
B. Demonstrate skill in developing logistical plans for child and youth programs.
C. Analyze program components in the context of licensing regulations and accreditation criteria.
D. Identify legal and fiscal management components of child and youth programs.
E. Identify the staff, space, equipment, and materials required for operating effective child and youth programs.
F. Demonstrate skill in evaluating programmatic elements of a quality child and youth program.
G. Identify components of recordkeeping software programs.
H. Assess professional development needs and goals of staff.

IV. Student Learning Outcomes
A. The student will identify key components of licensing standards.
B. The student will identify key components of program accreditation.
C. The student will outline a start-up budget for a child or youth program.

V. Expectations of Students
A. Satisfactory completion of all assignments, projects, and examinations
B. Active participation in peer discussions, reviews, and activities
C. Complete one professional contribution toward the Missouri Director Credential (Professional Leadership, Program Improvement, or Advocacy)

VI. Course Outline
A. The Director
   1. Administrative styles and roles
   2. Program management
   3. Staff
      a. Communication and problem solving
      b. Motivating staff
      c. Creating a positive climate
4. Management tools

B. Community Needs Assessment
   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
   1. State licensing
      a. Licensed care
      b. Non-regulated care
   2. Accreditation
   3. Credentialing

D. Center Structure
   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
   1. Budget
   2. Funding
      a. Fundraising
      b. Grants
   3. Marketing
F. Equipping the Center
   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
   1. Personnel policies
   2. Job descriptions
   3. Selecting employees
      a. Orientation
      b. Turnover

H. Grouping and Enrolling Children
   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
   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
   1. Purpose of Evaluation Plans
      a. Staff evaluations
      b. Child assessments
      c. Program evaluation
K. Professional Development
1. Staff Meetings
2. Staff Training
3. Staff Supervision
   a. Observations
   b. Coaching and mentoring
4. Personal professional development plans

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

VII. Textbooks

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