



**ECE 4413 Organization, Administration, and Leadership in
Early Care and Preschool Programs
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2022**

Professor Information

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Required Reading

Freeman, N., Decker, C., & Decker, J. (2017). *Planning and Administering Early Childhood Programs 11th ed.* Pearson.

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Course/Catalog Description

This course provides a comprehensive overview of the organization, leadership, and management of early care and preschool programs. The course will cover personnel, fiscal, and facilities oversight and management; professional ethics; NAEYC's Code of Ethical Conduct for Early Childhood Program Administrators; state law and licensing regulations; program marketing; program evaluation, and staff training/professional development.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Identify and demonstrate understanding of ethical responsibilities to children, families, personnel, sponsoring agencies, governing bodies, community, society, and the field of early childhood education as identified in the NAEYC Ethical Code of Conduct (Ethical Code of Conduct for Program Administrators, NAEYC 1-5, TCC 1,5).
2. Explain, identify, and demonstrate understanding of policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high-quality experiences (Ethical Code of Conduct for Program Administrators, NAEYC 3, TCC 3).
3. Explain, identify and demonstrate understanding of Texas state law and licensing regulations related to preschool and early care settings including: staff-child ratios, training and facilities requirements and oversight, fiscal responsibilities, procedural documentation and record keeping, food handling and safety, professional development, and program evaluation. (Ethical Code of Conduct for Program Administrators, 4, TCC 1,5).
4. Create an overall budget for a preschool and early care program. (Ethical Code of Conduct for Program Administrators, NAEYC 5, TCC 2).
5. Identify and create a program marketing plan for a preschool and early care program. (Ethical Code of Conduct for Program Administrators, NAEYC 1-2, TCC 2).

National Association for the Education of Young Children (NAEYC) Ethical Code of Conduct for Program Administrators

1 Ethical Responsibilities to Children

The early childhood program administrator's paramount responsibility is to ensure that programs for children provide settings that are safe, healthy, nurturing, and responsive for each child. Administrators are committed to establishing and maintaining programs that support children's development and learning; promote respect for individual differences; and help children learn to live, play, and work

cooperatively. Administrators are also committed to ensuring that the program promotes children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1 To ensure that children's needs are the first priority in administrative decision making, recognizing that a child's well-being cannot be separated from that of his/ her family.

I-1.2 To provide a high-quality program based on current knowledge of child development and best practices in early care and education.

Principles

P-1.1 We shall place the welfare and safety of children above other obligations (for example, to families, program personnel, employing agency, community). This item takes precedence over all others in this Supplement.

P-1.2 We shall ensure that the programs we administer are safe and developmentally appropriate in accordance with standards of the field, including those developed and endorsed by NAEYC and other professional associations.

P-1.3 We shall have clearly stated policies for the respectful treatment of children and adults in all contacts made by staff, parents, volunteers, student teachers, and other adults. We shall appropriately address incidents that are not consistent with our policies.

P-1.4 We shall support children's well-being by encouraging the development of strong bonds between children and their families and between children and their teachers.

P-1.5 We shall support children's well-being by promoting connections with their culture and collaborating with communities to ensure cultural consistency between the program and families' childrearing practices.

P-1.6 We shall make every effort to provide the necessary resources (staff, consultation, other human resources, equipment, and so on) to ensure that all children, including those with special needs, can benefit from the program.

P-1.7 We shall ensure that there is a plan for appropriate transitions for children when they enter our program, move from one classroom to another within our program, and when they leave.

P-1.8 We shall apply all policies regarding our obligations to children consistently and fairly.

P-1.9 We shall review all program policies set forth by sponsoring agencies and governing bodies to ensure that they are in the best interest of the children.

P-1.10 We shall express our professional concerns about directives from the sponsoring agency or governing body when we believe that a mandated practice is not in the best interest of children.

P-1.11 If we determine that a policy does not benefit children, we shall work to change it. If we determine that a program policy is harmful to children, we shall suspend its implementation while working to honor the intent of the policy in ways that are not harmful to children.

2 Ethical Responsibilities to Families

The administrator sets the tone for the program in establishing and supporting an understanding of the family's role in their children's development. Administrators strive to promote communication, cooperation, and collaboration between the home and the program in ways that enhance each child's development. Because administrators provide the link between the family and direct services for children, they often encounter ethical issues in this area of responsibility.

Ideals

I-2.1 To design programs and policies inclusive of and responsive to diverse families.

I-2.2 To serve as a resource for families by providing information and referrals to services in the larger community.

I-2.3 To advocate for the needs and rights of families in the program and the larger community.

I-2.4 To support families in their role as advocate for their children and themselves.

I-2.5 To create and maintain a climate of trust and candor that fosters two-way communication and enables parents/guardians to speak and act in the best interest of their children.

Principles

P-2.1 We shall work to create a respectful environment for and a working relationship with all families, regardless of family members' sex, race, national origin, immigration status, preferred home language, religious belief or affiliation, age, marital status/family structure, disability, or sexual orientation.

P-2.2 We shall provide families with complete and honest information concerning program philosophy, educational practices, and the services provided.

P-2.3 We shall make every attempt to use two-way communication to convey information in ways that are accessible by every family served.

P-2.4 We shall establish clear operating policies and make them available to families in advance of their child entering the program.

P-2.5 We shall develop enrollment policies that clearly describe admission policies and priorities.

P-2.6 We shall develop policies that clearly state the circumstances under which a child or family may be asked to leave the program. We shall refuse to provide services for children only if the program will not benefit them or if their presence jeopardizes the ability of other children to benefit from the program or prevents personnel from doing their jobs.

P-2.7 We shall assist families in finding appropriate alternatives when we believe their children cannot benefit from the program or when their presence jeopardizes the ability of other children to benefit from the program or prevents personnel from doing their jobs.

P-2.8 We shall apply all policies regarding obligations to families consistently and fairly.

P-2.9 In decisions concerning children and programs, we shall draw upon our relationships with families as well as each family's knowledge of their child. (See also P-3.7 in this Supplement.)

P-2.10 We shall respond to families' requests to the extent that the requests are congruent with program philosophy, standards of good practice, and the resources of the program. We shall not honor any request that puts a child in a situation that would create physical or emotional harm. In such instances, we shall communicate with the family the reason(s) why the request was not honored and work toward an alternative solution.

P-2.11 We shall work to achieve shared understanding between families and staff members. In disagreements, we shall help all parties express their particular needs and perspectives.

3 Ethical Responsibilities to Personnel

Early childhood program administrators are managers with the responsibility for providing oversight for all program operations, as well as serving as leaders in early

care and education programs. They are responsible for creating and maintaining a caring, cooperative workplace that respects human dignity, promotes professional satisfaction, and models positive relationships. Administrators must exemplify the highest possible standards of professional practice both within and beyond the program. Ethical responsibilities to personnel include those that are related to working with staff they supervise and/or employ as well as the unions or groups that represent these staff. (Note: Administrators' ethical responsibilities to coworkers and employers are included in the Code of Ethical Conduct, Section III, Part A and Part B.)

Ideals

I-3.1 To create and promote policies and working conditions that are physically and emotionally safe and foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem.

I-3.2 To create and maintain a climate of trust and candor that enables staff to speak and act in the best interest of children, families, and the field of early care and education.

I-3.3 To coach and mentor staff, helping them realize their potential within the field of early care and education.

I-3.4 To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3.5 To encourage and support continual development of staff in becoming more skilled and knowledgeable practitioners.

Principles

P-3.1 We shall provide staff members with safe and supportive working conditions that respect human dignity, honor confidences, and permit them to carry out their responsibilities through performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3.2 We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be easily accessible and available for review by all staff members.

P-3.3 We shall apply all policies regarding our work with personnel consistently and fairly.

P-3.4 We shall be familiar with and abide by the rules and regulations developed by unions or other groups representing the interests or rights of personnel in our programs.

P-3.5 We shall support and encourage personnel in their efforts to implement programming that enhances the development and learning of the children served.

P-3.6 We shall act immediately to prevent staff from implementing activities or practices that put any child in a situation that creates physical or emotional harm.

P-3.7 In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members. (See also P-2.9 in this Supplement.)

P-3.8 We shall work to ensure that ongoing training is available and accessible, represents current understandings of best practice, and is relevant to staff members' responsibilities.

P-3.9 We shall inform staff whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3.10 We shall provide guidance, additional professional development, and coaching for staff whose practices are not appropriate. In instances in which a staff member cannot satisfy reasonable expectations for practice, we shall counsel the staff member to pursue a more appropriate position.

P-3.11 We shall conduct personnel dismissals, when necessary, in accordance with all applicable laws and regulations. We shall inform staff who are dismissed of the reasons for termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the staff member to review.

P-3.12 In making personnel evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3.13 We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3.14 We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to

employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3.15 We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

P-3.16 We shall work to achieve shared understandings between families and staff members. In disagreements, we shall help all parties express their particular needs and perspectives.

4 Ethical Responsibilities to Sponsoring Agencies and Governing Bodies

Programs providing early care and education operate under a variety of public and private auspices with diverse governing structures and missions. All early childhood program administrators are responsible to their governing and funding bodies. Administrators ensure the program's stability and reputation by recruiting, selecting, orienting, and supervising personnel; following sound fiscal practices; and securing and maintaining licensure and accreditation. Administrators are also responsible for overseeing day-to-day program operations and fostering positive relationships among children, families, staff, and the community. Administrators' responsibilities to sponsoring agencies and governing bodies are optimally met in a collaborative manner. Administrators establish and maintain partnerships with sponsoring agency representatives, board members, and other stakeholders to design and improve services for children and their families.

Ideals

I-4.1 To ensure to the best of our ability that the program pursues its stated mission.

I-4.2 To provide program leadership that reflects best practices in early care and education and program administration.

I-4.3 To plan and institute ongoing program improvements.

I-4.4 To be ambassadors within the community, creating goodwill for program sponsors as well as for the program itself.

I-4.5 To advocate on behalf of children and families in interactions with sponsoring agency staff and governing body members for high-quality early care and education programs and services for children.

Principles

P-4.1 We shall ensure compliance with all relevant regulations and standards.

P-4.2 We shall do our jobs conscientiously, attending to all areas that fall within the scope of our responsibility.

P-4.3 We shall manage resources responsibly and accurately account for their use.

P-4.4 To ensure that the program's sponsoring agency and governing body are prepared to make wise decisions, we shall thoroughly and honestly communicate necessary information.

P-4.5 We shall evaluate our programs using agreed-upon standards and report our findings to the appropriate authority.

P-4.6 In presenting information to governing bodies we shall make every effort to preserve confidentiality regarding children, families, and staff unless there is a compelling reason for divulging the information.

5 Ethical Responsibilities to Community, Society, and the Field of Early Childhood Education

Like those of all early childhood educators, administrators' responsibilities to the community include cooperating with agencies and professionals that share the responsibility for children, supporting families in gaining access to services provided by those agencies and professionals, and assisting in the development of community programs and services. Early childhood program administrators often have the knowledge, expertise, and education to assume leadership roles. For this reason, they are responsible to the community, society, and the field of early childhood education for promoting the education and well-being of young children and their families.

Ideals

I-5.1 To provide the community with high-quality early care and education programs and services. (I-4.1)

I-5.2 To serve as a community resource, spokesperson, and advocate for quality programming for young children. To serve as a conduit between the community and programs by coordinating and collaborating with key community representatives.

I-5.3 To uphold the spirit as well as the specific provisions of applicable regulations and standards.

I-5.4 To increase the awareness of the public and policy makers about the importance of the early years and the positive impact of high-quality early care and education programs on society.

I-5.5 To advocate on behalf of children and families for high-quality programs and services for children and for professional development for the early childhood workforce.

I-5.6 To join with other early childhood educators in speaking with a clear and unified voice for the values of our profession on behalf of children, families, and early childhood educators.

I-5.7 To be an involved and supportive member of the early childhood profession.

I-5.8 To further the professional development of the field of early childhood education and to strengthen its commitment to realizing its core values as reflected in NAEYC's Code of Ethical Conduct and this Supplement. (I-4.8).

I-5.9 To ensure that adequate resources are provided so that all provisions of the Code of Ethical Conduct and this Supplement can be implemented.

Principles

P-5.1 We shall communicate openly and truthfully about the nature and extent of services that we provide. (P-4.1)

P-5.2 We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide. (P-4.2)

P-5.3 We shall carefully check references and not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position. (P-4.3)

P-5.4 When we make a personnel recommendation or serve as a reference, we shall be accurate and truthful.

P-5.5 We shall be objective and accurate in reporting the knowledge upon which we base our program practices. (P-4.4)

P-5.6 We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families. (P-4.5)

P-5.7 We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed. (P-4-6)

P-5.8 We shall hold program staff accountable for knowing and following all relevant standards and regulations.

P-5.9 When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can. (P-4.7)

P-5.10 We shall not participate in practices in violation of laws and regulations that protect the children in our programs. (P-4.8)

P-5.11 When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation. (P-4-9)

P-5.12 We shall be honest and forthright in communications with the public and with agencies responsible for regulation and accreditation.

P-5.13 When a program violates or requires its employees to violate NAEYC's Code of Ethical Conduct, it is permissible, after fair assessment of the evidence, to disclose the identity of that program. (P-4-10)

P-5.14 When asked to provide an informed opinion on issues, practices, products, or programs, we shall base our opinions on relevant experience, knowledge of child development, and standards of best practice.

Texas Core Competencies for Early Childhood Practitioners and Administrators

Core Competency Area 1: Establishing and Maintaining an Effective Organization

1.1 Program Development

1. Articulates the current mission, vision, and philosophy of the program.
2. Articulates the value of aligning community needs with the program's mission, vision, and philosophy.
3. Engages in program planning activities to detail program objectives and set short and long-term goals.

Core Competency Area 2: Business and Operations Management

2.2 Financial Management

7. Develops and implements a fiscal business plan and operates successfully within the budget.

2.4 Marketing and Public Relations

1. Discusses current and needed marketing resources.
2. Demonstrates effective oral, written, and electronic communication required for effective marketing efforts.
3. Projects a positive image of the program when communicating with families, staff, and the community.
4. Develops and evaluates marketing strategies to maintain and strengthen relationships with stakeholders.
5. Modifies the marketing plan based on evidence of the effectiveness of the current marketing approach on enrollment.

Core Competency Area 3: Human Resource Leadership and Development

3.3 Leadership and Support

1. Articulates the need for cohesive staff teams and staff involvement.
2. Identifies job roles and responsibilities.

3.4 Personnel Management

1. Ensures staff members have copies of applicable state early learning guidelines and the Texas Core Competencies for Early Childhood Practitioners and Administrators.
2. Follows labor laws and regulatory requirements related to recruitment, hiring, promoting, and terminating staff.
3. Holds regular meetings to encourage collaboration and receive input and feedback from staff.
4. Communicates staff performance expectations through the use of job descriptions, personnel policies, and employee orientation.

Core Competency Area 5: Implementing a Developmentally Appropriate Curriculum and Environment

5.1 Curriculum Design

1. Discusses state early learning guidelines and their connection to the curriculum.
2. Articulates ways in which the curriculum varies to support the needs of children at different age levels (infant, toddler, preschool, schoolage.)
3. Describes core content areas, scope, and sequence included in the curriculum.

4. Reviews daily schedules and activities to ensure they are developmentally appropriate. May seek guidance when the need for substantial adjustment is suspected.

5.2 Teaching Practices

1. Describes developmentally appropriate practices.

5.4 Learning Environment

1. Ensures developmentally appropriate space, design, and arrangement for indoor and outdoor environments. May seek guidance when adjustments are needed to address challenges or the needs of specific children.

2. Guides practitioners in the selection of materials and equipment appropriate to the developmental needs, abilities, and interests of children in the classroom.

Assessment

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and lesson plans relating to bilingual content methods and assessment.

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Student Engagement and Class Assignments 20%

You are expected to read chapter assignments, and to actively participate by completing all work for each module and these need to be fully completed to the best of your ability.

2. Mission Statement, Vision Statement, and Core Values Assignment 20%

The core values of a program of early care and education express the foundational, essential beliefs that guide every aspect of its operation. They should reflect the knowledge base, history, and traditions that have shaped the field of early childhood education as well as the philosophy of teaching and learning and beliefs about the purposes of education embraced by the program's sponsor, leadership,

and staff. They must also respond to the needs and values of the community that the program serves. Students will create a mission and vision statement and a set of core values for an early care center.

3. Texas Early Care State Regulations and QRS Presentation 20%

Students will construct a presentation to explain, identify and demonstrate understanding of Texas state law and licensing regulations related to preschool and early care settings including: staff-child ratios, training and facilities requirements and oversight, fiscal responsibilities, procedural documentation and record keeping, food handling and safety, professional development, and program evaluation

4. Annual Operating Budget 20%

Students will be required to create an annual operating budget for an early care center by estimating revenue and expenses. After creating the budget, students will answer reflection questions about managing a program's finances.

5. Marketing Plan and Program Website 20%

Students will create a marketing plan based on statistics from their community and use google sites to make a mock program website as a marketing tool for an early care center.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned

group work. Additionally, academic honesty involves the proper citation of other authors' works.

- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).
- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult

situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

- Smoking/Tobacco Policy
- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.
- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
- Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.
- Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).
- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities

Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

References/ Scientifically-Based Research/Additional Readings

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

[Recommendations for Administrators of Schools, Centers, Family Child Care Homes, and Other Early Childhood Education Settings](#)

Freeman, N., Decker, C., & Decker, J. (2017). *Planning and Administering Early Childhood Programs 11th ed.* Pearson.

Chaudry, A., & Sandstrom, H. (2020). Child Care and Early Education for Infants and Toddlers. *Future of Children*, 30(2), 165-190

Tang, J., Hallam, R. A., Francis, J., & Sheffler, K. (2020). Exploring the Relationship Between Quality Rating and Improvement System Supports and Global Quality in Family Child Care. *Child & Youth Care Forum*, 49(6), 893-914.

<https://doi.org/10.1007/s10566-020-09565-2>

[National Association for the Education of Young Children \(NAEYC\) Ethical Code of Conduct for Program Administrators](#)

[Texas Core Competencies for Early Childhood Practitioners and Administrators](#)

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Student Engagement and Class Assignments	1-5	Ethical Code of Conduct for Program Administrators, NAEYC 1-5, TCC 1,2,3.5
Mission Statement, Vision Statement, and Core Vales Assignment	1	Ethical Code of Conduct for Program Administrators, NAEYC 1-5, TCC 1,5
Texas Early Care State Regulations and QRS Presentation	3	Ethical Code of Conduct for Program Administrators, 4, TCC 1,5
Annual Operating Budget	4	Ethical Code of Conduct for Program Administrators, NAEYC 5, TCC 2
Marketing Plan and Program Website	5	Ethical Code of Conduct for Program Administrators, NAEYC 1-2, TCC 2