



HFST 1600

Division: Social and Behavioral Science

Department: Home and Family Studies

Course: HFST 1600

Title: Child Care As A Business

Catalog Description:

This course surveys the many challenges and rewards of owning and managing a child care facility. The course specifically addresses trends in child care, setting up a child care business, legal issues, and staffing.

General Education Requirements: N/A

Semesters Offered: Spring

Credit/Time Requirement: Credit: 2; Lecture: 2; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

HFST 1600 is a required course in the Child Care Management Applied Associate Degree Program. It has been recommended by the Snow College Child Development Center Advisory Board as an important class to assist potential child care providers in starting and/or administrating successful child care businesses.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- demonstrate knowledge of Utah State Licensing rules and regulations for setting up and running a center based day care
- organize a prototype center based day care using state licensing guidelines
- believe that early childhood education and administration is a valuable field of employment
- appreciate the need for educated and experienced professionals in the early childhood field.

Content:

This course will include:

- Developing Interpersonal Relationships
- Assessing Community Need and Establishing a Program
- Licensing and Certifying
- Establishing and Working with a Board
- Handling Financial Matters
- Funding the Program

- Analyzing Space Requirements
- Equipping the Center
- Staffing the Center
- Publicizing the Center and Selecting the Children
- Grouping and Enrolling the Children
- Managing the Food and the Health and Safety Programs
- Evaluating Center Components
- Providing for Personal and Professional Staff Development
- Working with Parents, Volunteers and the Community
- The Working Director
- Historical Roots and Current Connections

General Education Outcomes:

1) Read effectively, constructively, and critically.

The students read a primary text and complete class assignments based on information found in the text. Class assignments are designed to allow practice in basic skills necessary for successful completion of the group portfolio assignment. Class assignments will be returned with suggestions for improving the use of information in the practice exercise.

The students read the current Utah State Child Care Center Licensing document and apply standards and guidelines to a group business portfolio. An examination and a group portfolio business plan will assess understanding and application of reading material.

2) Write clearly, informatively, and persuasively.

Each student will complete a variety of technical and analytical writing assignments that explore and/or illustrate important management concepts and their roles in the successful operation of child care business.

3) Speak effectively in a variety of contexts.

Each student will give at least one oral presentation that explains and illustrates a basic principle of early childhood management. Oral presentations will be assessed according to content, organization, group effort, and research strategies employed.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students are given a variety of research assignments that require research through traditional and electronic media.

Key Performance Indicators:

- self evaluation assignment: 10% of final grade
- one examination (essay and short answer): 10% of final grade
- Child Care Center Floor Plan: 10% of final grade
- chapter presentation: 20% of final grade
- group portfolio: 50% of final grade

Representative Text and/or Supplies:

- D.J. Sciarra and A.G. Dorsey, *Developing and Administering a Child Care Center*, United States: Delmar Publishers.

Optimum Class Size: 18
Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Tracie Bradley, MEd, Associate Professor

I hereby find this course consistent with the goals and resources of the Home and Family Studies Department:

Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)