

UNIVERSITY OF HAWAII

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EXECUTIVE POLICY – POLICIES GOVERNING CHILD CARE PROGRAMS AND  
THE USE OF SUCH FACILITIES  
JULY 2011

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I. Introduction

This Executive Policy embodies former Board of Regents Policy relating to the policy to govern the child care programs and the use of such facilities. With the Board of Regents delegation of authority to the President relating to policy to govern the child care programs and the use of such facilities, the intent of this Executive Policy is twofold. First, this Executive Policy maintains the policy-based administrative infrastructure created by Board policy relating to the policy to the child care programs and the use of such facilities. Second, this policy serves to transition the administration of the administrative infrastructure from Board policy to Executive Policy promulgated by the President.

II. Purpose

The purpose of this executive policy is to provide the policy to govern the child care programs and the use of such.

III. Responsibilities

The President is delegated the authority to promulgate practices and procedures governing child care programs and the use of such facilities.

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Section 10-4 Child Care Programs. The President is authorized to promulgate practices and procedures governing child care programs and use of such facilities.

- a. Child care programs may be established at the various campuses of the University of Hawai'i provided a need for such facilities is demonstrated.
- b. University facilities may be used for child care programs provided they do not displace teaching and research activities.
- c. Guidelines for operating such programs shall be developed by the administration and submitted to the Board for approval.  
(Jan. 16, 1975; Mar. 20, 1986) See approved guidelines at the end of this chapter.

### UNIVERSITY OF HAWAI'I GUIDELINES FOR CAMPUS CHILDCARE SERVICES Approved by the Board of Regents on 4/24/87

#### I. Licensing and Standards

Each University of Hawai'i Childcare Center (UHCC) shall be licensed by the appropriate State authority and shall comply with the Rules and Regulations governing Group Day Care Centers as administered by the State Department of Social Services and Housing as well as any other applicable local State and federal laws, rules, and regulations. Additionally, each center should strive to meet standards of excellence established by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Each childcare center should seek accreditation by the National Academy of Early Childhood Programs within two years of opening.

#### II. The Advisory Committee

Each UHCC shall have an advisory committee to review research and training proposals, to advise the administering body of the childcare center, and to help evaluate the program. The advisory committee shall include: a representative of the student government, a member of the faculty government, and a member of the local early childhood education professional community. A designee of the campus administration shall serve as chairperson of the board and shall have responsibility for communication between the campus administration and the administration of the childcare center. This designee shall also serve as the interface between University training and research projects and the center administration.

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### III. Service to Students

All UHCCs are established primarily to meet the needs of UH-enrolled students for childcare. At least 75% of childcare space should be allocated to students; any remaining space will be made available to faculty and staff first, and then to the general public.

### IV. Programs

Programs shall be in accord with the high standards for programs outlined by the National Association for the Education of Young Children's credentialing arm, the National Academy of Early Childhood Programs. Additionally, specific requirements are outlined in the following description of curriculum.

### V. Curriculum

Play is such a significant mode of learning that it is considered the real work of children. It is the most important way children have for clarifying and integrating all their experiences and it should form the base of a curriculum.

Young children learn through direct experiences, which should be the primary teaching mode. They learn little of value when facts are separated from their real life. Learning experiences for young children will be multi-faceted and develop more than one skill or concept.

The working premise for each UHCC is that the better young children know, appreciate, and understand their physical and social environment and themselves, the better they will be able to respect and care for themselves, the world, and others. Therefore the base of the curriculum should revolve around some very broad learning goals that are relevant to your children. Under these goals specific teaching objectives will fall.

Each center must have a detailed curriculum which shall include the following elements:

- A. Physical Development Curriculum
- B. Creative Arts Curriculum
- C. Language and Literacy Curriculum
- D. The Inquiry Curriculum