

Course Outline

COURSE: CD 11A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2020 **CURRICULUM APPROVAL DATE:** 10/8/2019

SHORT TITLE: ADMIN/PROGRAMS FOR CHILDREN

LONG TITLE: Administration of Programs for Young Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The principles and practices of the organization and administration of early childhood programs. Covers program types, budgets, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open and operate an early care and education program. **ADVISORY:** Child Development 1 and 2 or 40.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Describe major management theories and child development theories relevant to establishing and maintaining a child development program and how such theories relate to a program's philosophy and practices.

Measure of assessment: exams, written assignments, in-class discussions

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2019

2. Apply administration skills in various types of early care and education programs.

Measure of assessment: Demonstration, written assignments.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2019

3. Evaluate components of quality programs, facilities and operations.

Measure of assessment: Written work, in class activities and observations

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2019

4. Demonstrate knowledge of strategic and fiscal planning

Measure of assessment: Written work, exams, portfolio assessment

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2019

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/8/2019

3 Hours

Content: "Strategic Management of Early Childhood Education Programs"

Student Performance Objectives: Define management, and the various aspects of management. Define the term child development center. Explain the trends in incorporating care for infants and toddlers in early childhood programs.

3 Hours

Content: "Types of Child Development Programs"

Student Performance Objectives: Describe the various types of early childhood programs and the services they provide for children, families, and communities Demonstrate knowledge of compliance with regulatory systems.

3 Hours

Content: "Applying Theories in Managing a n Early Childhood Program"

Student Performance Objectives: Define theory and requirements for a good theory. Define human ecological systems theory. Describe each of the three environments of the ecological systems model and give examples of how each environment contributes to operating an early childhood education program. Explain how theory differs from fact. Define management theories relevant to child development programs

3 Hours

Content: "Reflective Management: Personal and Professional Self-Awareness"

Student Performance Objectives: List the steps in the decision-making process and give examples using all of the steps. Define and give examples of programmed and non-programmed decisions. Show the interrelatedness of decision making by explaining chain- pattern decisions and central-satellite decisions. Describe the differences between a classical manager and a participative manager.

3 Hours

Content: "Organizational Management"

Student Performance Objectives: List the steps in the planning process and give examples using all of the steps. Differentiate between policy, procedure, and rules. Identify agencies with which managers must work and how they relate to child development programs.

3 Hours

Content: "Fiscal Management"

Student Performance Objectives: Define a Request for Proposal (RFP) and explain what information is generally required. Describe programmed and non-programmed decisions in relation to monetary decisions. Define the efficiency rule and explain how it applies to an early childhood education program. Explain how a budget differs from a cash-flow analysis.

3 Hours

Content: "Personnel Management"

Student Performance Objectives: Explain the differences between centralized and decentralized authority. Define span of control, and explain how it relates to operating a child development center. Define human capital, and how it applies to an early childhood education program. Explain how a job description is used when hiring and evaluating an employee.

3 Hours

Content: " Human Relations"

Student Performance Objectives: Explain Maslow's hierarchy of needs and explain how his theory applies to management, staffing, and employee relations in a child development center. Define active listening, I-messages, mentor, job enrichment and intrinsic motivation. Describe at least three strategies that directors can use to manage group dynamics during meetings. List the steps in a conflict mediation process.

3 Hours

Content: "Decision-making, ethics, and collaboration"

Student Performance Objectives: Utilize the NAEYC Code of Ethical Conduct to evaluate issues and situations. Identify and use decision-making tools to problem solve issues in the workplace. Identify ways to create teams with staff.

3 Hours

Content: "Facilities Management"

Student Performance Objectives: List the four basic environmental needs of young children. Explain the meaning of the concept "the child's life space." Identify examples of territoriality. Describe how the concept of density applies to an early childhood education program.

3 Hours

Content: "Managing Health and Safety Issues"

Student Performance Objectives: Explain how health and safety fit in the human ecological system of community. Describe what safety and emergency preparations are required for licensing a child development center. List the child's physiological needs that staff must meet. Identify the necessary precautions and requirements related to transporting children.

3 Hours

Content: "Managing Food Service"

Student Performance Objectives: Explain the source of the standards for meal service in a child development service. Describe what cycle menus are, and why they are important. Explain the role of employees' personal hygiene in preventing the spread of harmful bacteria through food.

3 Hours

Content: "Educational Programming"

Student Performance Objectives: Describe high-quality programs. Explain several different approaches to curriculum for young children. Define and give an example of a child's growth, development, and maturation. List ways a manager can support high-quality programs. Discuss the importance of routines, schedules and program evaluation tools are to developing quality programs. Work on developing mission statements, philosophies and the culture and climate of an early childhood program.

3 Hours

Content: "Assessment and Evaluation"

Student Performance Objectives: Describe the connections between assessment, instruction, and curriculum. Explain the differences between program assessment and individual assessment and how to use the results. Describe the differences between formative and summative evaluation.

3 Hours

Content: "Family Support"

Student Performance Objectives: Explain why child development professionals believe that interaction with all parents is essential. Describe how child development programs initiate and build solid relationships with families.

3 Hours

Content: "Marketing and Public Relations"

Student Performance Objectives: Define marketing, and explain how it differs from public relations. Define the term "customer profile," and explain why it is important to marketing a service. Describe a good way to handle inquiries.

4 Hours

Content: "Leadership"

Student Performance Objectives: Define leading. Describe how managing and leading differ. List and give examples of different styles of leadership. Identify values and describe how they apply to conceptual leadership. Recall the goals of advocacy for children and families.

2 Hours

FINAL

METHODS OF INSTRUCTION:

Lecture, in class small group activities, out of class activities, videos, guest presenters.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 20

Assignment Description:

Develop an early childhood program administration plan.

Required Outside Hours: 6

Assignment Description: Complete and assess an environment rating scale on a local early childhood program (infant/toddler, early childhood, after school programs)

Required Outside Hours: 6

Assignment Description: Complete and assess an environment rating scale on a local early childhood program (infant/toddler, early childhood, after school programs)

Required Outside Hours: 10

Assignment Description: Develop a program budget for an early childhood program.

Required Outside Hours: 6

Assignment Description: Develop a staff handbook for an early childhood program.

Required Outside Hours: 6

Assignment Description: Develop a parent handbook for an early childhood parent teacher partnership program.

Required Outside Hours: 6

Assignment Description: Develop a marketing plan for an early childhood program.

Required Outside Hours: 6

Assignment Description: Develop a nutrition plan for an early childhood program.

Required Outside Hours: 12

Assignment Description: Develop a plan to meet Title 22, Title 5 and CA Education Code in an early childhood program.

Required Outside Hours: 12

Assignment Description: Develop a curriculum plan for an early childhood program.

Required Outside Hours: 18

Assignment Description: Reading and research on quality early childhood programs.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15% to 40% Written Homework, Term or Other Papers, Other: Reflective journal throughout course

Problem-solving assignments

Percent of total grade: 15.00 %

Percent range of total grade: 15% to 40% Homework Problems, Quizzes, Exams, Other: In-class in-basket activities; website critiques

Skill demonstrations

Percent of total grade: 15.00 %

Percent range of total grade: 15% to 40% Class Performance/s

Objective examinations

Percent of total grade: 15.00 %

Percent range of total grade: 15% to 40% Multiple Choice, True/False, Matching Items, Completion, Other: Application Questions

Other methods of evaluation

Percent of total grade: 15.00 %

Percent range of total grade: 15% to 40% professional resources notebook

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Hearron, Patricia F and Hildebrand, V. Management of Child Development Centers, 8th ed. Pearson,2015.

ISBN: ISBN: 9780133572247

Reading Level of Text, Grade: Reading level of text, Grade: 12 Verified by: Verified by:P. Henrickson

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV F, effective 201370

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201370

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000085163

Sports/Physical Education Course: N

Taxonomy of Program: 130500