

Course Outline

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

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

SHORT TITLE: LEAD/ADM EC PRGS

LONG TITLE: Leadership and Administration of Early Childhood Programs

<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:

This course is designed to meet the State Department of Education requirements for directors of publicly funded child development programs, and the Supervisory Child Development Permit. Topics covered include development of personnel policies that reflect the philosophy, goals and objectives of the program; effective strategies for personnel management and leadership; classroom management and record keeping; assessment and curriculum planning; and parent involvement/education. Financial record keeping will be discussed from the perspective of the granting agency. **ADVISORY:** Completion of 12 units in Child Development or working in an administrative capacity in a children's program.

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. Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Measure of assessment: Written exams, classroom discussions, written activities, written and oral projects, interviews.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2017

2. Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Measure of assessment: Written exams, oral and written reports, classroom activities.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2017

3. Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Measure of assessment: Written project, written exam, classroom discussion.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2017

4. Identify the requirements placed upon them by the receipt of public funds and design and explain a financial management system that tracks and reports the use of those public monies.

Measure of assessment: Written homework assignments, written quizzes, exams, classroom discussions.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2017

5. Demonstrate cultural awareness and respect for participants and staff of publicly funded programs.

Measure of assessment: Homework activities, in-class discussions, quizzes.

Semester/Year assessed, or planned Semester/Year of assessment: Fall 2017

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

Curriculum Approval Date: 10/8/2019

3 HOURS

Content: Overview of course. Introductory lecture on highlights of content. Developmentally Appropriate Practices.

Student Performance Objectives: Identify the factors unique to publicly funded child development programs. Identify effective strategies for integrating special needs children into all areas of programming.

3 HOURS

Content: Overview of Early Childhood Programs and Program Administration: Developing a Philosophy to Guide You in Your Program, Roles of the Director, Professional Behavior, and Effective Leadership.

Student Performance Objectives: Utilize philosophical perspectives to develop goals and objectives. Describe three curriculum models and explain possible benefits to children of each. List and discuss the various roles of the director. Identify a variety of effective leadership styles.

3 HOURS

Content: Planning, Implementing, and Evaluating the Program Resources to Guide Self-Study. Identifying the Program's Core Values, Developing Its Vision and Mission Standards, and Planning for Program Evaluation.

Student Performance Objectives: Develop and critique a classroom management and record keeping system. Identify and use web resources to keep current on requirements and quality. Discuss the role of the vision and mission statements in the program's operation. Describe the strategies that can be used to evaluate the program's success in reaching its goals.

3 HOURS

Content: Tying the Pieces Together: Using the Desired Results Process as a Guide.

Student Performance Objectives: Select, use, and describe results of a program evaluation system and make recommendations for program adjustments.

3 HOURS

Content: Understanding Regulations, Accreditation Criteria, and Other Standards of Practice. Establishing Policies: Meeting Funders' Requirements.

Student Performance Objectives: Examine the regulations related to the many aspects of a program's operation. Identify appropriate record keeping processes in order to complete financial and other reports requested by funders. Compose written personnel policies to the standards set by funding agencies and regulatory bodies.

4.5 HOURS

Content: Policies and Procedures: Tools to Ensure Your Program's Smooth Operation? Staff Manual, Family Handbook, Administrator's Manual. Recruiting, Hiring, Leading and Managing Personnel. Director: Importance of Communication, Enhancing Staff, Professional Knowledge and Skills, Personnel Services/Confidentiality.

Student Performance Objectives: Discuss the guidelines administrators should use when developing program policies and procedures. List the contents that should be included in family, staff, and administrator handbooks. Discuss the importance of professional integrity and confidentiality. Identify staff training needs. Identify fair and objective staff evaluation practices and demonstrate giving feedback. Identify the components of the hiring process and the requisite documentation which is placed in personnel files.

3 HOURS

Content: Planning a New or Renovated Physical Facility. Creating Quality Learning Environments.

Student Performance Objectives: Describe the issues related to indoor and outdoor space as well as safety and special accommodations.

3 HOURS

Content: Financing and Budgeting I: Developing and Building a Budget.

Student Performance Objectives: Describe the various components of a budget and considerations necessary to meet funders' requirements. List important funding sources for early childhood programs.

3 HOURS

Content: Financing and Budgeting II: Monitoring Budgets for Accuracy and Compliance.

Student Performance Objectives: Utilize documents from funders and from recognized accounting procedures to monitor budgets for accuracy and compliance and to make adjustments in the budget to ensure fiscal solvency.

1.5 HOURS

Content: Grant Writing to Improve or Expand Programs.

Student Performance Objectives: Identify the components of grant applications. Describe the process of setting up a budget and monitoring a grant funded project should it be funded.

4.5 HOURS

Content: Planning the Children's Program. Teaching and Learning in the Children's Program: Planning for Instruction? Developmentally Appropriate Practices, Anti-Bias Education; Curriculum; Teaching Strategies.

Student Performance Objectives: Develop a set of lesson plans incorporating needs identified in assessments. Describe how to select appropriate instructional materials for young children. Develop concrete activities that allow children to see their own uniqueness and the need for cooperation and fair play. Describe developmentally appropriate approaches to teaching. Identify how the program administrator shapes curriculum by implementing appropriate grouping and staffing patterns throughout the center.

3 HOURS

Content: Assessing, Recording, and Reporting Children's Progress.

Student Performance Objectives: Utilize a variety of student assessment tools to identify children's needs. Select appropriate assessment tools for diverse children. Identify and describe possible risk situations in children's development.

3 HOURS

Content: Providing Quality Nutrition and Creating a Healthy and Safe Environment.

Student Performance Objectives: Describe the various funded food programs and what is required to participate. Describe the regulations for health and safety for child development programs and the types of safety plans helpful for compliance. Identify resources for health, safety and nutrition available for child development programs. Utilize the nutritional resources available to create and model healthy practices for children and families.

4.5 HOURS

Content: Working With Families: Collaboration, Benefits and Challenges, Creating Trusting Relationships and Communities: Tapping Into Support through Advisory Committees and Boards of Directors.

Student Performance Objectives: Describe effective strategies for creating respectful collaborative relationships with diverse families and working with stakeholders in the community. Identify key components for effective parent education and involvement. List 3 approaches to working with families. Discuss the benefits and challenges of working with families. Explain various teambuilding strategies. Describe ways in which publicly funded child development programs can be assisted by community resources. Address ways to work with diverse families and cultural values.

3 HOURS

Content: Contributing to the Profession: Promoting Professionalism, NAEYC Code of Ethical Conduct, Engaging in Advocacy, Professional Development.

Student Performance Objectives: Describe professional resources and how to utilize them as an administrator of a publicly funded program. Review the NAEYC Code of Ethical Conduct. Describe the role of advocacy in early childhood programs. Identify professional development opportunities for staff.

4 HOURS

Content: Putting it All Together. Being Prepared for Audits, Compliance Reviews, End of the Year Reports.

Student Performance Objectives: Describe the components for success in publicly funded child development programs. Propose strategies for handling audits, compliance reviews, and completing end of the year reports.

2 HOURS

FINAL

METHODS OF INSTRUCTION:

Lecture, in class small group activities, out of class activities, multi-media presentations, and guest presenters.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Percent range of total grade: 10% to 40% Written Homework, Essay Exams, Term or Other Papers, Other: Reflective Journal; written and oral presentation

Problem-solving assignments

Percent of total grade: 25.00 %

Percent range of total grade: 10% to 40% Quizzes, Exams, Other: Sample developmental profile of individual child

Objective examinations

Percent of total grade: 25.00 %

Percent range of total grade: 10% to 40% Multiple Choice, True/False, Matching Items, Completion, Other: Professional Resources Notebook

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Homework: Begin to keep a reflective journal for the whole semester. Read Chapter 1. Written homework.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 2, written homework, and related readings. Research on web the required assessment documents for State Funded Programs. Keep an administrative notebook of important resources during semester. Suggested assignment: Interview a director of a child care program about their role, leadership style, and the importance of ethics.

Required Outside Hours: 6

Assignment Description: Homework: Complete a developmental profile assessment of one child. Read Desired Results System's materials.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 3 and related readings. Written homework. Interview Director of publicly funded program and prepare written and oral report.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 4. Written homework: State Review document. Use State Review document in a visit to a classroom/program.

Required Outside Hours: 9

Assignment Description: Homework: Read Chapter 5, written homework, and related readings.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 6 and written homework. Individual project on an issue in administering publicly funded programs, written and oral.

Required Outside Hours: 6

Assignment Description: Homework: Complete a sample budget for discussion.

Required Outside Hours: 6

Assignment Description: Homework: Read related grant materials.

Required Outside Hours: 3

Assignment Description: Homework: Read Chapter 7 and complete written homework.

Required Outside Hours: 9

Assignment Description: Homework: Read Chapter 9, written homework, and related readings.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 8, written homework.

Required Outside Hours: 6

Assignment Description: Homework: Read Chapter 10, written homework, related readings.

Required Outside Hours: 9

Assignment Description: Homework: Read Chapter 11, written homework and related readings.

Required Outside Hours: 18

Assignment Description: Homework: Related readings. Prepare for final.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Freeman, Nancy K., Decker, Celia A., and Decker, John R.. Planning and Administering Early Childhood Programs, 11th Edition. Boston: Pearson Education, Inc.,2017.

ISBN: 0134027310

Reading Level of Text, Grade: 11.7 Verified by: Barbara Malaspina

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV F, effective 201330

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201330

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: CCC000336360

Sports/Physical Education Course: N

Taxonomy of Program: 130500