

COURSE OUTLINE

Child Development 174 Administration of Early Childhood Programs I

Catalog Statement

CHLDV 174 is an introduction to the administration of early childhood programs. Topics covered include general responsibilities of a program director, program types, developing and managing program budgets, program management skills, an examination of relevant laws and regulations governing early childhood programs, and the development and implementation of policies and procedures. The course also examines administrative tools, philosophies, and techniques needed to organize, open and operate an early care and education program.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 140 or equivalent

Recommended Preparation: Eligibility for ENGL 120 or ESL 151, MATH 145 and early childhood teaching experience.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations;

- demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development;
- integrate the theories of how children learn and develop, as well as how they differ in their approaches to learning to actively support children's learning; plan, present and evaluate developmentally, linguistically, and culturally appropriate play based curriculum;
- utilize the concepts of individual and group motivation and behavior to create a learning environment that can encourage positive social interaction, active engagement in learning, and self-motivation;
- understand children's family and community, collaborate with parents and professional colleagues and establish a knowledge building community to inform practice;
- demonstrate ethical and advocacy responsibilities in working with children and families;
- utilize observation methods and recording aspects in child development and use formal and informal assessment strategies to evaluate the intellectual, social, emotional and physical development of the learner; utilize appropriate tools (i.e. Early Childhood Environment Rating Scale) to evaluate the effectiveness of curriculum, environments, teaching strategies and other elements of the early childhood program to improve teaching practices for all children;
- apply theoretical knowledge and problem solving skills in practical situations with children;
- design indoor and outdoor environments to support the physical, emotional, social and intellectual development of children;
- practice self-evaluation, reflection, and continually evaluate the effect of their choices and actions on others (children, families, and other professionals in the learning community).

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- compare and contrast various program structures, philosophies and curriculum models;
- identify strategies to ensure equity and respect for children, families, staff and colleagues;
- summarize systems and methods to support sound fiscal operations in a variety of early childhood education settings;
- demonstrate knowledge of compliance with regulatory systems;
- assess various methods and tools of evaluation;
- examine effective policies and procedures for staffing and scheduling.

Course Content

Total Faculty Contact Hours = 48.0

Responsibilities of Administrators

- Policies, procedures and handbooks (3 hours)
- Staffing and Scheduling (2 hours)
- Hiring, Review and Evaluation (5 hours)
- Use of Technology (1 hour)
- Working with Boards, Families and Community (2 hours)

Advocacy and Public Policy (2 hours)
Strategic planning (2 hours)
Finances and Financial Management (3 hours)

Regulations

Regulations: Title 22, Title 5 and Education Code (2 hours)
Health and Safety Codes (1 hour)
Mandated Reporting Responsibilities (1 hour)
Americans with Disabilities Act (1 hour)
Emergency Preparedness (1 hour)
Accreditation (1 hour)
Food Services (1 hour)

Program Development

Mission, Vision and Philosophy (3 hours)
Program models (2 hours)
Diversity and Inclusion (3 hours)
Managing the Environment (3 hours)
Facilities (2 hours)
Curriculum (2 hours)
Routines and Schedules (2 hours)
Program Evaluation Tools (3 hours)

Methods of Instruction

The following methods of instruction may be used in this course:

- classroom lecture and discussion;
- educational technologies including internet and other electronic presentation;
- collaborative group work;
- individual and group student presentations;
- demonstrations;
- guest speakers.

Out of Class Assignments

The following out of class assignments may be used in this course:

- essays (e.g. a reflective essay on the integration of concepts and principles presented in reading assignments into administrative practice);
- administrative interview (e.g. conduct an interview with an early care and education program administrator and write a summary of what was learned and the connection to course content);
- research paper (e.g. a research paper using multiple scholarly sources on personnel management challenges for early care and education program administrators);
- portfolio (e.g. a collection of documents representing the various policies, procedures and other components required to operate an early care and education program).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- portfolio documentation;
- essays;
- research paper;
- writing assignments;
- portfolio presentation.

Textbooks

Sciarra, Dorothy June and Dorsey, Anne G. *Developing and Administering a Child Care Education Program*. 9th Edition. Belmont: Cengage Learning, 2016. Print.
14th Grade Reading Level. ISBN 978-1305088085

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- apply administration skills in various types of early care and education programs;
- demonstrate knowledge of strategic and fiscal planning;
- evaluate components of quality early care and education programs, facilities and operations.