

CDE 224: ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN

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Formerly known as:

ECE 024 (or if cross-listed - inactivated courses associated with this course)

Originator

maavalos

Co-Contributor(s)**Name(s)**

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Justification / Rationale

Course number has changed in order to provide students with a more comprehensive way of managing courses within program.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

224

Full Course Title

Administration of Programs for Young Children

Short Title

ADMIN PROG YNG CHILD

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Introduction to the administration of early childhood programs. Covers program types, budget, 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. It is required by the State Department of Social Services for directors of private preschools and child care programs.

Schedule Description

Introduction to the administration of early childhood programs. Covers program types, budget, 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. It is required by the State Department of Social Services for directors of private preschools and child care programs.

Prerequisite: CDE 101 & completion of 9 additional units of CDE course work

Advisory: ENG 001A

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 101 & completion of 9 additional units of CDE course work
Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Sciarra, D., Lynch, E., Adams, S., Dorsey, A.

Title

Developing Administering A Child Care and Education Program

Edition

9th or most rec

City

Boston, MA

Publisher

Cengage learning

Year

2014

College Level

Yes

ISBN #

9781305088085

Resource Type

Manual

Author

Teachstone

Title

CLASS Dimensions Guide

Publisher

Teachstone

Year

2015-01-01

Resource Type

Manual

Author

Harms, Clifford, Cryer

Title

Early Childhood Environmental Rating Scale 3

Publisher

Redleaf Press

Year

2015-01-01

Class Size Maximum

35

Entrance Skills

Students will be required to read and write college level texts.

Requisite Course Objectives

CDE 101-Summarize developmental stages and milestones.

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

Entrance Skills

Students will be required to have a working knowledge of child development, developmentally appropriate practices in child care settings and the ability to apply that knowledge in the supervision of others.

Requisite Course Objectives

CDE 101-Summarize developmental stages and milestones.

CDE 101-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

Course Content

- A. Responsibilities of an Administrator
 - 1. Policies, procedures and handbooks
 - 2. Staffing and scheduling
 - 3. Hiring, review and evaluation
 - 4. Use of technology
 - 5 Working with boards, families and community
 - 6. Advocacy and public policy
 - 7. Strategic Planning
 - a. Start Up
 - b. Needs Assessment
 - c. Marketing
 - 8. Finances
 - a. Budget

- b. Record Keeping
- c. Fundraising and grant writing
- B. Regulations
 - 1. Title 22, Title 5, Education Code
 - 2. Health and Safety Code
 - 3. Mandated Reporting
 - 4. Adults with Disabilities Act
 - 5. Emergency preparedness
 - 6. Accreditation
 - 7. Food services
- C. Program Development
 - 1. Mission, philosophy, values
 - 2. Culture and climate of program
 - 3. Program models
 - 4. Diversity and inclusion
 - 5. Managing the environment
 - 6. Facilities
 - 7. Curriculum
 - 8. Routines and schedules
 - 9. Program evaluation tools

Course Objectives

	Objectives
Objective 1	Compare and contrast various program structures, philosophies, and curriculum models.
Objective 2	Identify strategies to ensure equity and respect for children, families, staff and colleagues.
Objective 3	Practice using staff and environmental assessment tools and evaluate the usefulness of each tool.
Objective 4	Demonstrate knowledge of compliance with regulatory systems.
Objective 5	Assess various methods and tools of evaluation.
Objective 6	Examine effective policies and procedures for staffing and scheduling.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Apply administration skills in various types of early care and education programs.
Outcome 2	Demonstrate knowledge of strategic and fiscal planning.
Outcome 3	Evaluate components of quality programs, facilities and operations.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Provide in-class hands-on opportunities to interact with materials in a more practical way
Collaborative/Team	Cooperative learning projects
Lecture	Plan, model, and introduce videos, vignettes, and resources that apply and align with course content

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will compose at least two short essays regarding supervision in a child development setting.	In and Out of Class

Group activity participation/observation	Students will be encouraged to work on group activities that required teamwork, accountability, and active participation	In Class Only
Presentations/student demonstration observations	Group project, business plan.	In Class Only
Reading reports	Students will be evaluated in quality, in depth, understanding and application of course materials	In and Out of Class
Guided/unguided journals	Reflect upon current trends in the child care field	Out of Class Only

Assignments

Other In-class Assignments

1. Written reports: Business Plan and Personnel Policies
2. Oral reports and projects: Visual and oral presentations on the business plans and personnel policies

Other Out-of-class Assignments

Read text and articles weekly and provide written reflections about the reading, (approximately 32 hours)

Two interviews of directors of different program types (privately and publicly funded) and create a compare and contrast essay regarding the interviews. (approximately 30 hours)

Prepare a business plan and personnel policies for a fictitious child development center (approximately 40 hours)

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Students will have the opportunity to work in teams on their final projects. Face to face orientation.

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Timely feedback and return of student work as specified in the syllabus

Discussion forums with substantive instructor participation

Chat room/instant messaging

Regular virtual office hours

Private messages

Online quizzes and examinations

Video or audio feedback

Weekly announcements

External to Course Management System:

Direct e-mail

E-portfolios/blogs/wikis

Listserves

Posted audio/video (including YouTube, 3cm mediasolutions, etc.)

Synchronous audio/video

Teleconferencing

Telephone contact/voicemail

USPS mail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Field trips
Orientation, study, and/or review sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Faculty will utilize different modalities to maintain effective contact with course. For example, sending emails, posting announcements and conducting video conference meetings as needed for either entire class or individual ones.

Other Information**MIS Course Data****CIP Code**

19.0708 - Child Care and Support Services Management.

TOP Code

130580 - Child Development Administration and Management

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

Approvals

Curriculum Committee Approval Date

10/01/2019

Academic Senate Approval Date

10/10/2019

Board of Trustees Approval Date

11/13/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609923

Programs referencing this course

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)