



Division: Behavioral & Social Science

Course name: Child Development 38: Administration & Supervision of Early Childhood Programs I

Section: 3552 / Semester: Fall 2015

Instructor Name: Katy Kelley

School Website: www.wlac.edu

Class Hours: Tuesdays

Address: 9000 Overland Ave., Culver City, CA 90230

5:10 p.m. – 8:25 p.m.

Location: GC 130

Office Hours:

Tuesdays-4:30pm-5:00pm and by appointment (location-Child Development Center)

Instructor E-mail: kelleykm@wla.edu

Phone number: 310-287-4250

Welcome

Welcome everyone to CD 38! My name is Katy Kelley and I will be your instructor this semester. This semester, CD 38 is a 16 week course which covers a broad range of topics covered in our textbook "*Planning and Administering Early Childhood Programs.*" I am eager to explore the various aspects of supervision & administration and grow & learn together.

Course Description:

This course examines and defines the principles and practices of Early Childhood programs organizational structure and administrative responsibilities. It will provide students with the opportunity to design: [1] budgets, [2] personnel policies, and [3] record keeping and reporting techniques. Additionally, students will learn how to utilize community resources in preparation for starting a program or understanding how to operate an established program. The course will expose students to licensing requirements (Title 5 and Title 22), Early Childhood Environment Rating Scale, Program Administration Scale, Desired Results, NAEYC Developmentally Appropriate Practices, the Pre-K Guidelines and N.A.E.Y.C. Code of Ethics.

Required Texts

1. *Planning and Administering Early Childhood Programs (Tenth Edition)*: Nancy K. Freedman, Celia A. Decker and John R. Decker



Course Objectives:

Upon completion of this class, the student will be able to:

- Design the administration and supervision components of an early childhood program including a budget, program philosophy/mission/vision statements and parent/family and staff handbooks.
- Develop a program flyer in order to market program services.
- Develop a family engagement plan and workshop that reflect multi-cultural and inclusion principles.

Student Learning Outcomes (SLO)

West Los Angeles College Institutional Student Learning Outcomes:

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

D. Self-awareness/interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.

CD 38 SLO:

- Student will prepare and implement a parent workshop that will demonstrate their sensitivity and understanding of multi-cultural and inclusion principles and practices identified by the National Association for the Education of Young Children.

Course Requirements and Assignment Guidelines:

Assignments and Test:

- Interview Assignment-**20 points**
- Vision, Mission & Philosophy Statements-**20 points**
- Budget Assignment-**30 points**
- Mini Parent/Family Handbook-**40 points**
- Mini Staff Handbook -**40 points**
- Program Recruitment Flyer-**20 points**
- Family Engagement Plan Overview and Workshop Presentations-**60 points**
- 3 Quizzes -20 points each-**60 points**
- Classroom Participation- **Up to 3 points per class-total-48 points**
- Total-**328**

Extra Credit: Please fill out the student survey at the beginning of the semester in order to ensure money for our college. **You earn 5 points extra credit points for taking this survey.**

****Students will receive a detailed written description regarding each assignment, which will include a grading rubric.**

Grading

Assignment Category	# Of Assign.	Points Per Assignment	Total Points	% of Total Grade
Test/Quizzes	3	20	60	19%
Interview Assignment	1	20	20	6%
Vision, Mission & Philosophy Statements	1	20	20	6%
Mini-Parent/Family Handbook	1	40	40	13%
Mini-Staff Handbook	1	40	40	13%
Budget Assignment	1	30	30	9%
Family Engagement Plan Overview and Workshop Presentations	1	60	60	19%
Class Participation	16	3	48	15%
Grand Total	23	223	318	100%
318 - 287 = A	286 - 255= B	254--223= C	222-191 = D	190 and below = F

Class Policies

Attendance:

Students are expected to attend every meeting of all classes for which s/he is registered. In addition, throughout the course of the semester, it's the student's responsibility to come to class ready to engage in the discussion as well as to be respectful of classmates and to be punctual. **As result, each student can earn up to 3 points (per class), based on their participation and punctuality (see participation rubric below)**

**** If you are absent, it is your responsibility to attain notes and handouts, etc.**

If the student stops attending class, it is the student's responsibility to officially drop the class or they will receive a grade of "F". Please be aware that receiving a "F" it is recorded as a unit and a "W" is recorded as no units attempted. As a result, after three (3) attempts the state will not pay the college for a student to take a course.

Weekly Participation Rubric

CATEGORY	3 points	2 points	1 points	0 points
Participation	Engages in the class (i.e., participates in activities, ask questions, shares ideas, etc.). Is on time & and does not leave early.	Only partially participates in the classroom discussions and activities. In addition, may also arrive late or leave early.	Does not participate in the classroom discussions and activities. In addition, may also arrive late or leave early.	Does not show up for the class.

College Policies:

Academic Integrity (Plagiarism)

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

Professional Conduct in Our Classroom Community:

One of the unifying objectives in this course is to familiarize you with best practices and give you exposure to becoming a member of a professional community. I also have the responsibility to ensure that our classroom is a productive learning environment for all students. Please see guidelines below.

- To respect everyone's learning, please be on time to class.
- Address everyone politely.
- No profanity or foul language, either in writing or pictures, of any kind at any time.
- Smoking, eating, and drinking are not allowed in the classroom.
- Students cannot make or receive calls while in class. Cell phones must be turned on silent mode at the beginning of class. In the event of an emergency, please step out of class to engage in the call. This includes texting.
- Be prepared by reading the texts and articles as well as participating in group work and class discussions.
- No late assignments will be accepted. There are no make-ups for exams.
- Students are responsible for their material in the event of their absence; therefore, it's recommended to find a buddy and exchange contact information.

Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog). **For more information refer to the attached link:**

http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf

Campus Resources

If you are having problems, do not let them snowball. Please email me right away and check out some of the campus resources available to you.

Office of Disabled Student Programs and Services (DSP&S)

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486-Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

For more information refer to attached link:

http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_Policies.pdf



Library

Resources

Child Development 38: Administration & Supervision of Early Childhood Programs I

Week	Date	Course Topics	Assignments
1	9/1	Overview of Chapter 1-Overview of Early Care and Education and Program Administration	<ul style="list-style-type: none"> • Review Syllabus • Purchase books and materials • Read Article-What is a Leader, Anyway? • Read Chapter 1-Overview of Early Care and Education and Program Administration • Assignment-Interview a Director or another ECE Supervisor regarding their leadership style (due 9/8/15)
2	9/8	Overview of Chapter 2-Developing a Vision, Mission and Program Evaluation	<ul style="list-style-type: none"> • Assignment Due-Interview a Director or another ECE Supervisor/Specialists regarding their leadership style • Read Chapter 2-Developing a Vision, Mission and Program Evaluation • Create a Vision, Mission and Philosophy Statements due 9/15/15
3	9/15	Overview of Chapter 3-Understanding Regulations, Accreditation Criteria and other Standards of Practice	<ul style="list-style-type: none"> • Assignment Due-Create a Vision, Mission and Philosophy Statements • Read Chapter 3-Understanding Regulations, Accreditation Criteria and other Standards of Practice • Prepare for Quiz #1 on Chapter 3 on 9/22
4	9/22	Overview of Chapter 4-Establishing Policies & Procedures Quiz #1-on Chapter 3	<ul style="list-style-type: none"> • Read Chapter 4-Establishing Policies & Procedures • Assignment-Creating a Mini Family/Parent Handbook and Creating a Mini Staff Handbook due 10/6/15 & Creating a mini staff handbook due on 11/3
5	9/29	Classroom Activity-Developing Interview Staff Questions & Mock Interviews	<ul style="list-style-type: none"> • Read Chapter 5-Leading and Managing Personnel • Continue working on assignment-Creating a Mini Family/Parent Handbook (due 10/6) & Creating a Mini Staff Handbook due on 11/3

Week	Date	Course Topics	Assignments
6	10/6	Overview of Chapter 6-Creating Quality Learning Activities	<ul style="list-style-type: none"> • Assignment Due-Creating a Mini Parent Handbook • Read Chapter 6-Creating Quality Learning Activities • Continue working on assignment- Creating a Mini Staff Handbook due on 11/3
7	10/13	Overview of Chapter 7- Read Chapter 7-Financing & Budgeting	<ul style="list-style-type: none"> • Read Chapter 7-Financing & Budgeting • Assignment-Creating Your Program Budget due 11/10 • Continue working on assignment- Creating a Mini Staff Handbook due on 11/3
8	10/20	Overview of Chapter 8-Marking Your Child Care & Education Program	<ul style="list-style-type: none"> • Read Chapter 8-Marking Your Child Care & Education Program • Continue working on assignment- Creating a Mini Staff Handbook due on 11/3 • Assignment-Creating Your Program Recruitment Flyer 10/27
9	10/27	Overview of Chapter 9-Planning the Children's Program	<ul style="list-style-type: none"> • Assignment-Creating Your Program Recruitment Flyer due • Continue working on Assignment- Creating Your Program Budget due 11/10 • Read Chapter 9-Planning the Children's Program
10	11/3	Overview of Chapter 10-Providing Nutrition, Health & Safety Services	<ul style="list-style-type: none"> • Read Chapter 10-Providing Nutrition, Health & Safety Services • Assignment Due-Creating a Mini Staff Handbook • Continue working on Assignment- Creating Your Program Budget due 11/10
11	11/10	Overview of Chapter 11-Assesment: An Essential Component Of Effective Childhood Planning	<ul style="list-style-type: none"> • Assignment Due-Creating Your Program Budget • Read Chapter 11-Assesment: An Essential Component Of Effective Childhood Planning • Prepare for Quiz #2 on Chapter 11 on 11/17

Week	Date	Course Topics	Assignments
12	11/17	Overview of Chapter 12- Read Chapter 12 -Working with Families and Communities Quiz #2-Chapter 11	<ul style="list-style-type: none"> • Read Chapter 12 -Working with Families and Communities • Read NAEYC Code of Ethics • Assignment-start working on Family Engagement Plan and Presentations – due on 12/1
13	11/24	Overview of Chapter 13- Read Chapter 13-Contributing to the Profession	<ul style="list-style-type: none"> • Read Chapter 13-Contributing to the Profession • Continue to work on Assignment-Family Engagement Plan and Presentations due on 12/1
14	12/1	Family Engagement Presentations begin	<ul style="list-style-type: none"> • Assignment Due-Family Engagement Plan Overview & Workshop (written part) • Family Engagement Presentations begin • Prepare for Quiz #3-Chapter 12 & 13
15	12/8	Family Engagement Presentations continue	<ul style="list-style-type: none"> • Continue to prepare for quiz # 3- Chapters 12 & 13
16	12/15	Family Engagement Presentations (continue if needed) Quiz #3-Chapter 12 & 13	