

West Los Angeles College Childhood Education Department

Preparing Childhood Education Professionals and Life-long Learners

Child Development 39- Administration and Supervision of Early Childhood Programs Part II Section 8087 On-Line Etudes.org Fall 2013

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Course Description:

An in-depth study of budget and staffing, including the use of computers. Will include proposal writing, advocacy, staff relations, in-service trainings, working with parents, dealing with supervising agencies and boards, professional activities and current research in the field, as well as changes in the laws.

Course Objectives: Upon successful completion of this course, the students will be able to:

- ❖ 1. Identify and analyze the director's role, duties and responsibilities in an early childhood education program.
- ❖ 2. Assess community need for a child care center.
- ❖ 3. Examine and apply Title 22 regulations for child care programs as defined by the California State Department of Social Services.
- ❖ 4. Analyze and balance budgets for child care programs.
- ❖ 5. Develop criteria and procedures for recruiting, training and evaluating staff members.
- ❖ 6. Examine various duties of personnel involved in child care programs and develop job descriptions and staff orientation materials.
- ❖ 7. Analyze legal issues related to licensed programs.
- ❖ 8. Establish administrative policies and evaluation procedures for program components such as parent education and involvement.
- ❖ 9. Assess community resources available to support early childhood programs and develop strategies for disseminating information to parents and staff.

Student Learning Outcomes (Overarching learning goals for this course.)

- 1 Analyze leadership roles as they relate to interactions with parents, staff, and the community.
2. Formulate procedures and policies for hiring, termination, evaluation, and motivation of staff.

Edition:	
Supplemental Reading:	Finding your Leadership Focus
Author:	Douglas B. Reems
Website Links:	NAEYC.org, Child Care Quarterly.com
Administration and Supervision of Early Childhood Programs II (Section #8087)	
Course Description:	
<p>This course is designed to reinforce the concepts that were studied in Child Development 38 and to give the student an opportunity to implement the knowledge that they acquired. The course builds on the materials that the student studied and expands into more detail and complexity the responsibility of administering an Early Childhood program. The course will provide information that will assist them in designing a proposal for operating an experimental program. Every area that is involved in operating a program will be included in the course.</p>	
West Los Angeles College Institutional Student Learning Outcomes	
<p>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.</p> <p>H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.</p>	
West Los Angeles College Child Development Program Student Learning Outcomes	
<p>2. Equity Fairness, and Diversity: Practice, model, and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to give and expect equity, fairness, and dignity.</p> <p>3. Assessment: Critically investigate, interpret and analyze results of the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Utilize a variety of methods, they systematically observe, monitor, and document children's activities and behavior, analyzing, communicating, and using the information they decide would improve their work with children, parents, and others.</p>	
<p>WLAC College Child Development Course Specific SLO's Required by 24 unit Core Requirements for CSU's</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of how to plan the perimeters of the program including identifying the service need and the format of the program. 2. Demonstrate an understanding of the differences and similarities of ECE Programs and the Regulatory Agencies that interface with ECE 	<p>Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO's Each semester the instructor will select 4-5 of the Objectives</p> <p>The students will be able to define and prescribe a format and structure of an ECE program.</p> <p>The students will be able to identify what</p>

<p>programs.</p> <ol style="list-style-type: none"> 3. Identify and describe what is required to develop a Child Care Center Facility in terms of: <ol style="list-style-type: none"> a. First steps in planning a facility b. Documents for licensing 4. Demonstrate the skills needed to design and sketch an ECE facility including the following elements: <ol style="list-style-type: none"> a. Planning appropriate ECE environments b. Early Childhood Environmental Rating Scale c. Space in ECE settings both indoor and outdoor d. Program Administration Scale 5. Identify and describe what the appropriate materials and equipment are for an ECE program facility taking into consideration: <ol style="list-style-type: none"> a. Needs assessment b. Adult and children's spaces and materials c. Equipment selection criteria d. Maintaining equipment through safety checks 6. Demonstrate an understanding of what is necessary and required to develop and sustain a viable and qualified staff for an ECE program including such materials and training experiences such as: <ol style="list-style-type: none"> a. Staff orientations b. Developing a staff handbook c. Conducting staff meetings d. Staff development & on-going support and guidance 7. Demonstrate an understanding and ability to implement team management techniques such as: <ol style="list-style-type: none"> a. Leadership styles b. Matching leadership styles with adult learning styles c. Positive communication techniques d. Conflict resolution and creative problem solving 8. Demonstrate an understanding and ability to attain creative financial and alternative funding sources to sustain an ECE program that requires: <ol style="list-style-type: none"> a. Proposal writing techniques b. Fundraising ideas c. Foundations and Community resources 	<p>agencies they will have to interface with in operating an ECE program.</p> <p>The students will be able to utilize the "First Step" method in designing the structure of their experimental ECE program project.</p> <p>The students will be able to design a floor plan for the indoor structure and outdoor structure of their experimental ECE program project.</p> <p>The students will select materials and equipment for their experimental ECE program project.</p> <p>The students will design a staff handbook that will prescribe the practices, policies, and procedures for staff responsibilities and rights.</p> <p>The students will evaluate their stage and style of leadership and develop a plan to enhance their own personal and educational growth.</p> <p>The students will demonstrate their skills in proposal writing by preparing an outline of their experimental ECE program project.</p> <p>The students will prepare a comprehensive budget with justifications to support their experimental ECE program project.</p> <p>The students will research and formulate a list of individuals to serve on the Board of their experimental ECE program project.</p> <p>The students will design a parent handbook that will define the partnership, responsibilities, and rights of the parents participating in the ECE program.</p> <p>The students will prepare and Emergency/Disaster Plan for their experimental ECE program project.</p> <p>The students will include in the staff and parent handbooks any legal concerns that might impact the program. The students will be ex-</p>
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<p>9. Demonstrate the ability to develop a financial organizational structure to support and sustain an ECE program in terms of:</p> <ol style="list-style-type: none"> Preparing the budget Setting up payroll books Payroll forms and documents Utilizing the computer and other technology <p>10. Demonstrate the knowledge and ability to establish a Board of Directors as well as how to work effectively and successfully with a Board including:</p> <ol style="list-style-type: none"> How to select supportive, productive and resourceful board members Duties, responsibilities and accountability of board members The relationship between the Director and the Board. <p>11. Demonstrate the ability to develop a comprehensive partnership with parents that include the ability to offer a plan for:</p> <ol style="list-style-type: none"> Effective parent orientations Promoting positive communication Encouraging parent participation Parent conferences Parents and teachers as Advocates for children <p>12. Identify and demonstrate the ability to construct an emergency/Disaster Action Plan for an ECE program that includes the following elements:</p> <ol style="list-style-type: none"> Procedures for emergencies and accidents Evacuation plans Components of an emergency/Disaster action plan Lock down <p>13. Demonstrate an understanding and necessary knowledge of legal issues involved in the operation of an ECE program in terms of:</p> <ol style="list-style-type: none"> Responsibilities to staff Responsibilities to children and parents N.A.E.Y.C.'s Code of Ethical Behavior <p>14. Identify and describe the issues and responsibility of dealing with Child Abuse in an ECE program in terms of:</p> <ol style="list-style-type: none"> Reporting procedures Director responsibilities for reporting 	<p>pected to infuse a copy of the N.A.E.Y.C. Code of Ethics in the handbooks</p> <p>The students will include in the staff and parent handbooks the child abuse reporting responsibilities of the staff and Director.</p> <p>The students will prepare advertising materials to promote their experimental ECE program project.</p> <p>The students will design an agenda for a community meeting to build a relationship between members of a community and their experimental ECE program project.</p> <p>The students will present their proposals in both a verbal presentation and written format. When the course is online the Discussion section of the ETUDES online course shell will be substituted.</p>
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<p>c. Staff responsibilities for reporting</p> <p>15. Identify and demonstrate the ability to develop advertising strategies to maintain enrollment in an ECE program that includes:</p> <ul style="list-style-type: none"> a. Where and how to publicize b. Advertising materials c. Creating your own brochure <p>16. Demonstrate an understanding of what is involved in developing positive community relations in terms of :</p> <ul style="list-style-type: none"> a. Community involvement b. Developing community resources and referrals <p>17. Demonstrate the ability to make a professional presentations for ECE Proposal for funding.</p>	

Prerequisite or Recommended Preparation:

None

Required Text/s and Materials:

1. **Required Text: Planning and Administering Early Childhood Programs, 9th**
Celia A. Decker, John R. Decker, Nancy K Freeman, Herman T Knopf
2. Additional handouts on-line.

Attendance Policy:

It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

Drop Policy:

It is the student's responsibility to process and official withdrawal from class.

Withdrawal and/or Incomplete Policies: College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

Students with Special Needs: Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

Academic Honesty:

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

<h2 style="margin: 0;">Course Projects and Assessment Policies</h2>

Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1” margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

Methods of Evaluation and Grading

Exams, written papers, written homework, discussions, exams and supplemental reading

Late Assignments

Late work is not accepted.

Exams

All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions.

Course grades will be based on the number of points you have earned out of 350 possible points in the course. Points will be available as follows:

Assignment	Possible Points	Points Earned
Employee Staff Schedule	50	
Employee Handbook	50	
Discussion Boards	100	
Midterm	50	
Final Exam-Grant Proposal	100	
Post Introductions	10	
TOTAL POINTS	360	

The following grading scale will be used in determining your grade:

Grading Scale	
325 to 360	A
289 to 324	B
223 to 288	C
187 to 222	D
186 and Below	F

College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self assessment.

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Course Assignments

1. Employee Staff Schedule (50 Points) Students will create an employee staff schedule that will cover a 12 hour day, for 48 children in 4 classrooms, and will cover lunch breaks and break times.
2. Employee Handbook: (50 Points) Students will create an employee handbook that will cover but not be limited to Mission and Philosophy of Center, at will employment, etiquette at work, educational background, confidentiality.
3. Midterm: (50 Points) Written essay form and some fill-in the blank.
4. 4 Discussion Topics: (100 Points) - Students will participate in weekly discussions based on information reviewed in the Modules.
5. Final Exam Grant Proposal (100 Points) More instruction and information will be provided in the course assignment section regarding this assignment.

Course Calendar

The following class schedule is designed to address the course requirements as outlined by West Los Angeles College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	10/21-10/25	Module One: Introduction and Overview <ul style="list-style-type: none"> ○ Buy Textbook ○ Post Introductions 	Assignment: <i>Introductions</i> Due Date
2	10/28-11/1	<ul style="list-style-type: none"> ○ Module Two: Chapter 11 ○ <u>Component of Effective Early Childhood Programming</u> ○ Review Power Point ○ Read Supplemental Article ○ Review Instructor Notes 	Assignment: Read Chapter 11 Due Date:
3	11/4-11/8	Module Two Continued: Chapter 11 <ul style="list-style-type: none"> ○ Review Power Point ○ Read Supplemental Article ○ Review Instructor Notes 	Assignment: Read Chapter Two <ul style="list-style-type: none"> ○ Respond to Discussion One Web-Search (NAEYC) : Employee Staff Schedule Due Due Date:
4	11/12-11/15	Module Three: Chapter 12 <u>Working with Families and Communities</u> <ul style="list-style-type: none"> ○ Read Chapter Twelve ○ Review Power Point ○ Review Instructor Notes 	Assignment Web-Search(Resources for Families) Discussion 2 Midterm Due
5	11/18-11/22	Module Three Continued: <ul style="list-style-type: none"> ○ Read Chapter 12 ○ Review Power Point ○ Review Title 22 Documents 	<ul style="list-style-type: none"> ○ Assignment: Respond to Discussion 3, Conduct Web-Search (Business and Fiscal Regulations for Child Care) Due Date:
6	11/25-11/27	Module Four: Chapter 13 <u>Contributing to the Profession:</u> <ul style="list-style-type: none"> ○ Read Chapter Thirteen ○ Review Power Point 	Assignment: Employee Handbook Due
7	12/2-12/6	Module Four Continued: <ul style="list-style-type: none"> ○ Read Chapter 13 	Assignment: Due Date Assignment: Respond to Discussion 4

		<ul style="list-style-type: none"> ○ Review Power Point ○ Read Appendix 2: Code of Ethical Conduct and Statement of Commitment 	Conduct Web-Search (Finding Grants for Child Care)
8	12/9-12/13	<ul style="list-style-type: none"> ○ Module Ten Continued: ○ Turn In Final 	Due Date: Assignment: Grant Proposal, Due

Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task. At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
<u>Post Introductions</u>	Student will post introductions of who they are, they will give their background and what are their goals for this class.	10		
<u>6 Discussion Topics:)</u>	Students will participate in weekly discussions based on information reviewed in the Modules.	100		
<u>Midterm:</u>	Written essay form and some fill-in the blank.	50		
<u>Final Exam: Grant Proposal</u>	Students will write a 10 to 15 page Grant Proposal that will consist of the following outline: Abstract or summary, statement of need, solution or scope, methods, benefits, qualifications, evaluation plan, timeline, budget, and conclusion. You will research grant proposals that would be relevant for a child development center.	100		
<u>Employee Handbook</u>	Students will create an employee handbook that will cover but not limited to Mission and Philosophy of Center, at will employment, etiquette at work, educational background, confidentiality. A more in depth list will be posted in the Module section.	50		
<u>Employee Staff Schedule</u>	Students will create an Employee Staff Schedule that will cover a 12 hour day, for 48 children in 4 classrooms, and will cover lunch breaks and break times.	50		

Assignment Guidelines:

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in.

Administration and Supervision of Early Childhood Programs II

(Section #8087)

Course Evaluation and Requirements for Grading:**Expectations of Students for Appropriate Participation:****COURSE REQUIREMENTS:**

- **Class Activities:** Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- **Examinations:** All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- **Readings:** All chapters should be read during the week they are assigned.

College Attendance/Drop Policy:

- Your attendance is mandatory.
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- Log in daily.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" See Schedule
- Last Day to drop a class to receive a "W" See Schedule
- It is the student's responsibility to:
 - Inform the instructor of personal/medical emergencies affecting your attendance.
 - Obtain information about missed classes from fellow students.
- It is the student's responsibility to officially drop this class if you stop attending.
- Use the buddy system: Exchange phone numbers with classmate.

SIMPLE RULES OF CLASSROOM COURTESY:

- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.

STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
 - cheating,
 - knowingly furnishing false information to instructors and college personnel,
 - turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.