



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 40B

(2) ADVANCED ADMINISTRATION OF CHILDHOOD PROGRAMS

(3) 3

Number	Title	Units
(4)	Lecture / Lab Hours: Total Course Hours	
	Total Lec hours: 3.00	
	Total Lab hours: 0	
	Total Contact hours: 54.00	
	Lec will generate <u>0</u> hour(s) outside work.	
	Lab will generate <u>0</u> hour(s) outside work.	
(5)	Grading Basis: Grading Scale Only	
	Pass/No Pass option	X
	Pass/No Pass only	
(6)	Advisories: Eligibility for English 125 and Eligibility for English 126	
(7)	Pre-requisites(requires C grade or better): Corequisites:	
(8)	Classification:	
	Degree applicable:	X
	Non-degree applicable:	
	Basic skills:	
(9)	RC Fulfills AS/AA degree requirement: (area)	
	General education category:	
	Major: CHILD DEVELOPMENT	
	Certificate of:	
	Certificate in:	
(10)	CSU Baccalaureate:	X
(11)	Repeatable: (A course may be repeated three times)	0

(12) Catalog Description:
Procedures for program development, supervising and administration of Early Care and Education programs with emphasis on leadership, personal management, staff development, communication, problem solving, working with parents, relationship with community, planning and preparation of curriculum.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Recognize the differences in Early Care and Education programs based on various philosophies.
- II. Describe various management styles and their roles.
- III. Define and recognize the roles and expectations of administrators of early care and education program.
- IV. Identify the role culture plays in an early childhood program.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Analyze and evaluate the impact of philosophy on programming, policies and procedures.
- II. Identify the characteristics of effective management styles.
- III. Describe the needs of parents and methods to involve them in the program.
- IV. Appraise personnel policies, job descriptions, and staff-training components.
- V. Broaden their view of appropriate practices to include cultural sensitivity.

IV. COURSE OUTLINE:

Lecture Content:

- A. Influence of Philosophy on Early Care and Education programs
 - 1. Review of developmental theories of early care and education
 - 2. Coordination of programs management philosophy with policies and procedures
 - 3. Role of Director's personal philosophy and leadership style in management of the program
 - 4. Tracking philosophy throughout each aspect of the program
- B. Developing and Building a Professional Staff

1. Developing staff positions and job descriptions
 2. Philosophy of staff development
 3. Interviewing, hiring, and orientation policies for staff
 4. Role of personal policies and procedures
 7. Staff development, in-services, incentives, training
 8. Staff motivation and evaluation techniques
- C. Effective Leadership/Management
1. Characteristics of successful leaders
 2. Management styles, supervision, and evaluation procedures
 3. Philosophy of personnel management
 4. Team building
 5. Communication skills
 6. Learning to communicate across cultures
 7. Time management
- D. Working with Families – Parent Relations
1. Orientation to the program
 2. In-services, workshops, conferences
 3. Parent Handbook
 4. Communicating with parents
 5. Philosophy of parent involvement
 6. Working with families of diverse backgrounds
 7. Dealing with cultural conflicts
- E. Community Resources and Relationships
1. Community responsibility and involvement
 2. Media relationships
 3. Community resources
- F. Professionalism
1. Professional development
 2. Preventing burn-out
 3. Advocacy

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

- and/or
1. Recommended - Paula Jorde Bloom *From the Inside Out*, Horizon, 2007,
and/or
 2. Recommended - Paula Jorde Bloom *Leadership in Action*, Horizon, 2003,
and/or
 3. Recommended - Paula Jorde Bloom *Circle of Influence*, New Horizons, 2000,

II. Other Readings

1. Recommended - *The Art of Leadership: Managing Early Childhood Organizations, Volume 1 & 2*, Bonnie & Roger Neugebauer, Child Care Information Exchange.2003

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Students will explore how culture influences early childhood programs when working with diverse families. Sometimes family goals and practices differ from program philosophies, policies, standards, and regulations, which makes it difficult to implement and honor diversity and still uphold the foundations of the profession. Through discussions and examples students will learn to work with children, parents, staff, and community to find methods to value diversity without compromising the program's philosophy and standards.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework

X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

1. Reading critiques.
2. Visit an early childhood program and interview the director, prepare an oral presentation and written summary.
3. Students will write a philosophy of directing an Early Care and Education Program

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes	X	e) field work
X	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

1. Analyze effective management strategies and apply to management scenarios.
2. Review and evaluate personnel policies.

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work	X	d) other (specify)

Required assignments may include but are not limited to the following:

1. Students will participate in class discussions on issues with multiple solutions.
2. Evaluate staff assessment tools for effectiveness.

D. Objective examinations including:			
X	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

50% Writing 25% Problem Solving 25% Skills

Attached Files:

<u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
(eligibility for English 126) (as outcomes for English 262)	Students will read and apply the information to classroom discussions. Students will read and apply readings to classroom assignments. Students will outline information in reading assignments.
<input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.	
<input checked="" type="checkbox"/> Applying word analysis skills to reading in context.	
<input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.	
<input checked="" type="checkbox"/> Using textbook study skills and outlining skills.	
<input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	

(eligibility for English 125)
(as outcomes for English 252)

- Writing complete English sentences and avoiding errors most of the time.
- Using the conventions of English writing: capitalization, punctuation, spelling, etc.
- Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.
- Expanding and developing basic sentence structure with appropriate modification.
- Combining sentences using coordination, subordination, and phrases.
- Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

Student will write a management/leadership philosophy statement.

Student will write critiques of readings.

Students will write a professional development plan of action.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites