Course Outline of Record Report
10/13/2021

CHDVC251 : Administration I: Programs in Early Childhood Education

General Information

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Course Code (CB01) :	CHDVC251
Course Title (CB02) :	Administration I: Programs in Early Childhood Education
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000135519
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	09/27/2010
Course Description:	This course introduces the administration of early childhood programs. It covers program types, budget, management, regulations, laws, and development and implementation of policies and procedures. The course examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Students are required to observe licensed or license-exempt programs in their community.
Submission Type:	Mandatory Revision
	This is a cyclical revision. Course description, methods of instruction/evaluation, SLOs, topical outline, and textbook were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

• Letter Grade Methods

Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes	Course Prior To College Level (CB21)
☐	0	Not applicable.

Rationale For Credit By Exam/Challenge	Retake Policy Description	
No value	Type:|Non-Repeatable Credit	☑ Allow Students To Audit Course

Course Support Course Status (CB26)
No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Site Supervisor-	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to CSU only	Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C251 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C251 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. **Outcomes**
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
Rationale	Weekly discussion topics provide students the opportunity to apply principles of management, explore program philosophies, and strategies to administrate an early childhood program.

Methods of Instruction	Project-based learning
Rationale	Using provided guidelines students create an operating budget for an early childhood program including categories such as payroll, benefits, utilities, rent, equipment, materials, food and incidentals.

Methods of Instruction	Lecture
Rationale	Lectures and videos provide students with relevant, up to date information in the area of administrating early chidlhood programs.

Methods of Instruction	Outside reading
Rationale	Students are provided with outside readings, and aare required to become familiar witth regulations (Title 22 and Title 5), as well as with laws (i.e. labor laws). Example: *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education (http://sales.naeyc.org/Itemdetail.aspx?Stock_No=9900&Category=);* NAEYC Publishers

Methods of Instruction	Skills Development and Performance
Rationale	Students arrange to shadow (observe ang interview) a director/administrator of an early childhood program for a day.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Quizzes will be used to formatively assess understanding througout the semester. Example: Write a policy related to children bringing personal comfort items to school. Justify the policy by applying child development theory, developmentally appropriate guidelines and practices.

Methods of Instruction	Group Work
Rationale	Design an early childhood program for infants, toddlers, or preschoolers. The program must include a minmum of three classrooms, three outdoor classroom areas, offices, kitchen, restrooms, and storage. The layout must demonstrate how Title 22 requirements are met (i.e. 35 square feet per child per classroom).

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics. Example: *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education (http://sales.naeyc.org/Itemdetail.aspx?Stock_No=9900&Category=);* NAEYC Publishers

Writing / Discussion assignments. Example: Describe how you would respond to the following scenario: A parent has requested a meeting with you, they are upset that their son was playing in the dramatic play area, and was in a dress when they came to pick him up. How would you support the relationship between the classroom teacher and parent?

Observation of programs. Example: Observe and interview a supervisor or administrator in a child development center.

Exams related to course subject matter. Example: Write a policy related to children bringing personal comfort items to school. Justify the policy by applying child development theory, developmentally appropriate guidelines and practices.

Methods of Evaluation	Rationale
Tests	Exams related to course subject matter. Example: According to Title 22, Section 101238.3 what is the required indoor square footage per child?

Project	Using provided guidelines students create an operating budget for an early childhood program including categories such as payroll, benefits, utilities, rent, equipment, materials, food and incidentals.
Project	Analysis of observations and interviews of program administrators. For example, job-shadow an administrator of an early care program and analyze the key components of managing and supervising the program.
Research Paper	Research paper. For example, research resources available to support administrators, such as Center on Social Emotional Foundations for Early Learning (CSEFEL), California Department of Social Services/Community Care Licensing (CDSS/CCL), California Department of Education/Child Development (CDE/CD), and California Preschool Instructional Network (CPIN).
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Freeman, Decker & Decker	Planning and Administering Early Childhood Programs (11th ed)	Pearson	2017	9780134028576

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

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 ECE settings.

Demonstrate knowledge of compliance with regulatory systems.

Assess various methods and tools of evaluation.

Examine effective policies and procedures for staffing and scheduling.

CSLOs

Apply administrative skills in various types of early care and education programs.
Expected SLO Performance: 70.0

ISLOs Core ISLOs	Students who are completing a program will be able to think critically and creatively and apply reasoning.
Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.

Explore the differences between strategic and fiscal planning.
Expected SLO Performance: 70.0

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.

Evaluate components of quality programs, facilities, and operations.
Expected SLO Performance: 70.0

Child Development Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
ISLOs Core ISLOs	Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

A. Responsibilities of Administrators
      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 codes
      3. Mandated reporting

4. ADA
        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. Developmentally appropriate curriculum
        8. Routines and schedules
        9. Program evaluation tools

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 251 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work
Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums
Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessiblity checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no