

# 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 8027 On-Line Etudes.org Fall 2015

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**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.

<b>Edition:</b>	
<b>Supplemental Reading:</b>	Finding your Leadership Focus
<b>Author:</b>	Douglas B. Reems
<b>Website Links:</b>	NAEYC.org, Child Care Quarterly.com
<b>Administration and Supervision of Early Childhood Programs II</b> <b>(Section #8027)</b>	
<b>Course Description:</b>	
<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 content of the course. The course will require the student to write a grant proposal with all the elements involved in developing a Child Care Facility.</p>	
<b>West Los Angeles College Institutional Student Learning Outcomes</b>	
<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>	
<b>West Los Angeles College Child Development Program Student Learning Outcomes</b>	
<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><b>WLAC College Child Development Course Specific SLO's Required by 24 unit Core Requirements for CSU's</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of how to plan the perimeters of the program including identifying the service need and the format of the program.</li> <li>2. Demonstrate an understanding of the differences and similarities of ECE Programs and the Regulatory Agencies that interface with ECE programs.</li> <li>3. Identify and describe what is required to develop a Child Care Cen-</li> </ol>	<p><b>Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO's</b> <b>Each semester the instructor will select 4-5 of the Objectives</b></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 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</p>

<p>ter Facility in terms of:</p> <ol style="list-style-type: none"> <li>a. First steps in planning a facility</li> <li>b. Documents for licensing</li> </ol> <p>4. Demonstrate the skills needed to design and sketch an ECE facility including the following elements:</p> <ol style="list-style-type: none"> <li>a. Planning appropriate ECE environments</li> <li>b. Early Childhood Environmental Rating Scale</li> <li>c. Space in ECE settings both indoor and outdoor</li> <li>d. Program Administration Scale</li> </ol> <p>5. Identify and describe what the appropriate materials and equipment are for an ECE program facility taking into consideration:</p> <ol style="list-style-type: none"> <li>a. Needs assessment</li> <li>b. Adult and children's spaces and materials</li> <li>c. Equipment selection criteria</li> <li>d. Maintaining equipment through safety checks</li> </ol> <p>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:</p> <ol style="list-style-type: none"> <li>a. Staff orientations</li> <li>b. Developing a staff handbook</li> <li>c. Conducting staff meetings</li> <li>d. Staff development &amp; on-going support and guidance</li> </ol> <p>7. Demonstrate an understanding and ability to implement team management techniques such as:</p> <ol style="list-style-type: none"> <li>a. Leadership styles</li> <li>b. Matching leadership styles with adult learning styles</li> <li>c. Positive communication techniques</li> <li>d. Conflict resolution and creative problem solving</li> </ol> <p>8. Demonstrate an understanding and ability to attain creative financial and alternative funding sources to sustain an ECE program that requires:</p> <ol style="list-style-type: none"> <li>a. Proposal writing techniques</li> <li>b. Fundraising ideas</li> <li>c. Foundations and Community resources</li> </ol> <p>9. Demonstrate the ability to develop a financial organizational structure to support and sustain an ECE program in terms of:</p>	<p>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 expected 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 re-</p>
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<ul style="list-style-type: none"> <li>a. Preparing the budget</li> <li>b. Setting up payroll books</li> <li>c. Payroll forms and documents</li> <li>d. Utilizing the computer and other technology</li> </ul> <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> <ul style="list-style-type: none"> <li>a. How to select supportive, productive and resourceful board members</li> <li>b. Duties, responsibilities and accountability of board members</li> <li>c. The relationship between the Director and the Board.</li> </ul> <p>11. Demonstrate the ability to develop a comprehensive partnership with parents that include the ability to offer a plan for:</p> <ul style="list-style-type: none"> <li>a. Effective parent orientations</li> <li>b. Promoting positive communication</li> <li>c. Encouraging parent participation</li> <li>d. Parent conferences</li> <li>e. Parents and teachers as Advocates for children</li> </ul> <p>12. Identify and demonstrate the ability to construct an emergency/Disaster Action Plan for an ECE program that includes the following elements:</p> <ul style="list-style-type: none"> <li>a. Procedures for emergencies and accidents</li> <li>b. Evacuation plans</li> <li>c. Components of an emergency/Disaster action plan</li> <li>d. Lock down</li> </ul> <p>13. Demonstrate an understanding and necessary knowledge of legal issues involved in the operation of an ECE program in terms of:</p> <ul style="list-style-type: none"> <li>a. Responsibilities to staff</li> <li>b. Responsibilities to children and parents</li> <li>c. N.A.E.Y.C.'s Code of Ethical Behavior</li> </ul> <p>14. Identify and describe the issues and responsibility of dealing with Child Abuse in an ECE program in terms of:</p> <ul style="list-style-type: none"> <li>a. Reporting procedures</li> <li>b. Director responsibilities for reporting</li> <li>c. Staff responsibilities for reporting</li> </ul> <p>15. Identify and demonstrate the ability to develop advertising strategies to maintain enrollment in an ECE</p>	<p>sponsibilities 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>program that includes:</p> <ol style="list-style-type: none"> <li>a. Where and how to publicize</li> <li>b. Advertising materials</li> <li>c. Creating your own brochure</li> </ol> <p>16. Demonstrate an understanding of what is involved in developing positive community relations in terms of :</p> <ol style="list-style-type: none"> <li>a. Community involvement</li> <li>b. Developing community resources and referrals</li> </ol> <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:**

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 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, 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.

## Course Projects and Assessment Policies

### 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 accepted on a case by case basis.

### 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 360 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/Student Lounge	100	
Midterm	50	
Final Exam-Grant Proposal	100	
Post Introductions	10	
<b>TOTAL POINTS</b>	<b>360</b>	

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

Grading Scale	
324 to 360	A
288to 323	B
322 to 252	C
251-216	D
215 and Below	F

Course Specific SLO:	Evaluation:	Activity:
The Student will be required to produce a project that will demonstrate their ability to problem solve issues dealing with: creating their own ideas of what should be included in a philosophy of education, staff relations, leadership skills, developing a budget, personnel policies, partnerships with the parents of the children in the program and the community that surround the program.	<p><b>Assessment and Evaluation Process for SLO's:</b></p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	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.

**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 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

Week:	Date:	Lecture Topics and Classroom Activities:	Outside Assignments:
1	8/31-9/4	<b>Module One: Chapter 8 Introduction and Overview</b> <ul style="list-style-type: none"> <li>○ Buy Textbook</li> <li>○ Post Introductions</li> <li>○ Read Chapter 8</li> <li>○ Review Power Point</li> <li>○ Review Instructor Notes</li> </ul>	Assignment: <b><i>Introductions</i></b>  <b>Due Date; 9/4</b>
2	9/7-9/11	<ul style="list-style-type: none"> <li>○ <b>Module One: Chapter 8 Marketing your Child Care</b></li> <li>○ “How do I create m own Website?”</li> <li>○ Go to page 221 and type in the search engine.</li> </ul>	<b>Assignment: Due Date: Go to the discussion, Marketing your own Child Care. List 4 things you can do to start your own website. Discussion #1- Due 9/11</b>
3	9/14- 9/18	<b>Module Two: Chapter 9 Planning the Child’s Program</b> <ul style="list-style-type: none"> <li>○ Review Power Point</li> <li>○ Review Instructor Notes</li> </ul>	<b>Assignment:  Employee Staff Schedule Due 9/18</b>
4	9/21- 9/25	<b>Module Two: Chapter 9 Continued</b>  <b>Go to Pg. 240 Figure 9.1-Describes Webbing. Pick a topic and web for at least 3 learning areas: example, science, math, or music.</b>	<b>Go to the student Lounge and post your results. Due Date 9/25</b>
5	9/28- 10/2	<b>Module Three: Chapter 10-Providing Nutrition, Health, and Safety Services</b> <ul style="list-style-type: none"> <li>○ Read Chapter 10</li> <li>○ Review Power Point</li> <li>○ Review Title 22 Documents</li> </ul>	
6	10/5- 10/9	<b>Module Three continued: Chapter 10- read the Application activity on pg. 266.</b>	<b>Due-Post in the Student Lounge. 2 new things you learned from the activity on pg. 266 Due 10/9</b>
7	10/12- 10/16	<b>Module Four:</b> <ul style="list-style-type: none"> <li>○ Read Chapter 11</li> <li>○ Review Power Point</li> </ul>	<b>Assignment: Due Date Assignment: Respond to Discussion 2 ( What are some forms of assessment?) 10/16</b>

8	10/19-10/23	<b>Module Four cont:</b> Read Appendix 3: pg. 394- 401 <b>Code of Ethical Conduct and Statement of Commitment</b>	<b>Midterm Due. 10/23</b>
9	10/26-10/30	<b>Module Five:</b> Read Chapter 12 Review Power Point	
10	11/2-11/6	<b>Chapter 12- Working with Families and Communities</b>	<b>Respond to Discussion #3- How do we include Parents and Caregivers? Due 11/6</b>
11	11/9-11/13	<b>Application Activity- Describe an activity that will give families an opportunity to become engaged in your center. Identify how children, families, and the center might work together in planning the activity and how each might benefit. Consider if this activity is likely to appeal to traditionally hard to reach populations.</b>	<b>Share your results in the Student Lounge Due by 11/13</b>
12	11/16-11/20	<b>Appendix 5: Poisonous Plants- read pg 420-421</b>	<b>Name 3 poisonous plants and list all 6 items of what to do in an emergency. Go to the student Lounge and post results. Due 11/20</b>
13	11/23-11/27	Chapter 13:: Contributing the profession Review Powerpoint	<b>Assignment: Employee Handbook Due-11/27</b>
14	11/30-12/4	<b>Application Activity pg. 374: Identify an issue facing you in your center; your community, or your state. Identify who might help you resolve this issue. Identify strategies likely to be most effective to bring attention and eventually action to remedy the problem or resolve the issue.</b>	<b>Go to the student Lounge and post your response. Due by 12/4</b>
15	12/7-12/11	What is advocacy?	<b>Discussion #4 What is advocacy? Due by 12/11</b>
16	12/14-12/18	Work on Final Grant Proposal	<b>Due Date: Assignment: Grant Proposal, Due 12/18</b>

<b>Description and Instructions of Course Assignments</b>				
All assignments for this course are listed and instructions are given to complete the task.				
<b>Assignment:</b>	<b>Instructions:</b>	<b>Points:</b>	<b>Points Earned:</b>	<b>Due Date:</b>
<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		9/4
<u>4 Discussion Topics: and 5 student lounge post)</u>	Students will participate in weekly discussions based on information reviewed in the Modules.	100		9/11,9/25,10/9,10/16, 11/6, 11/13, 11/20, 12/4, and 12/11
<u>Midterm:</u>	Written essay form and some fill-in the blank.	50		10/23
<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		12/18
<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		11/27
<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		9/18
<p><b>Key 1: Attendance Policy:</b>  It is the student's responsibility to inform the instructor if you have personal/medical emergencies affecting you and officially drop a class if you stop attending.  If you are having difficulty in meeting course deadlines or in understanding course materials, <b>you are expected</b> to discuss your situation with the instructor <b>before</b> it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.</p> <p><b>Key 2: Drop Policy:</b></p>				

It is the student's responsibility to process and official withdrawal from class.
<p><b>Key 3: Withdrawal and/or Incomplete Policies:</b> College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.</p>
<p>Key 4: Disabled Students Programs and Services (DSP&amp;S) is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. <i>Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&amp;S) to discuss your specific needs.</i></p>
<p><b>Key 5: Academic Honesty:</b> With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise 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.</p>
<p><b>Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:</b> The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.</p>
<p><b>Key 7: College Level Work Standards and Student Commitment:</b> 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 <b>typed in a 12 point Times New Roman font</b>, 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.</p>
<p><b>Key 7: College-Level Writing Requirements</b> 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.</p>
<p><b>Key 8: Communication is the Main Ingredient to Success:</b> If you are struggling with or have a question about any of the concepts that I am presenting please do not hesitate to talk to me about it. We can talk on the phone, you can private message, 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.</p>
<p><b>Key 9: Academic , Professional, and Personal Development:</b> It is the intention of the WLAC Learning Community that each of our students will benefit from tis academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.</p>
<p><b>Key 10: Graduation, Certificates, Transfer, and or Employment:</b> It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.</p>