

# West Los Angeles College Childhood Education Department

*Preparing Childhood Education Professionals and Life-long Learners*

## Child Development 38- Administration and Supervision of Early Childhood Programs Part I Section 8107 On-Line Etudes.org

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	All students should have completed the core courses: CD 1, 2, 3, 4, 10, and 11 before taking this upper division course. We strongly advise that the student pass CD 38 before taking CD 39.
<b>Co-requisites:</b>	None
<b>Section #:</b>	
<b>Days/Hours:</b>	Online 3:15 hrs/wk
<b>Class Room Location:</b>	Online
<b>Instructor:</b>	Kenyatta Bakeer
<b>E-mail:</b>	
<b>Website:</b>	Use ETUDES.org the private message to contact me.
<b>Blog:</b>	
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-4563/310-287-7241</b>
<b>Instructor Office Hours:</b>	Online and by appointment
<b>Required Text:</b>	Planning and Administrating Early Childhood Programs
<b>Author:</b>	Decker
<b>Publisher: ISBN #</b>	
<b>Edition:</b>	9th
<b>Required Text:</b>	Early Childhood Environment Rating Scale Revised Edition and Family Child Care Rating Scale
<b>Author:</b>	Harms/Clifford/Cryer
<b>Publisher:</b>	Teachers College Press
<b>Editions:</b>	2005
<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

## Administration and Supervision of Early Childhood Programs II

(Section #8107)

### Course Description:

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.

### 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.

H. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

### West Los Angeles College Child Development Program Student Learning Outcomes

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.

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.

#### WLAC College Child Development Course Specific SLO's Required by 24 unit Core Requirements for CSU's

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 programs.
3. Identify and describe what is required to develop a Child Care Center Facility in terms of:
  - 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:
  - a. Planning appropriate ECE environments
  - b. Early Childhood Environmental Rating Scale
  - c. Space in ECE settings both indoor and outdoor

#### Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO's Each semester the instructor will select 4-5 of the Objectives

The students will be able to define and prescribe a format and structure of an ECE program.

The students will be able to identify what agencies they will have to interface with in operating an ECE program.

The students will be able to utilize the "First Step" method in designing the structure of their experimental ECE program project.

The students will be able to design a floor plan for the indoor structure and outdoor structure of their experimental ECE program project.

The students will select materials and equipment for their experimental ECE program project.

The students will design a staff handbook that will

<p>d. Program Administration Scale</p> <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>Needs assessment</li> <li>Adult and children's spaces and materials</li> <li>Equipment selection criteria</li> <li>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>Staff orientations</li> <li>Developing a staff handbook</li> <li>Conducting staff meetings</li> <li>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>Leadership styles</li> <li>Matching leadership styles with adult learning styles</li> <li>Positive communication techniques</li> <li>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>Proposal writing techniques</li> <li>Fundraising ideas</li> <li>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> <ol style="list-style-type: none"> <li>Preparing the budget</li> <li>Setting up payroll books</li> <li>Payroll forms and documents</li> <li>Utilizing the computer and other technology</li> </ol> <p>10. Demonstrate the knowledge and ability to establish a Board of Directors as well as how to work effectively and successfully</p>	<p>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 an 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 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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with a Board including:

- a. How to select supportive, productive and resourceful board members
- b. Duties, responsibilities and accountability of board members
- c. The relationship between the Director and the Board.

11. Demonstrate the ability to develop a comprehensive partnership with parents that include the ability to offer a plan for:
  - a. Effective parent orientations
  - b. Promoting positive communication
  - c. Encouraging parent participation
  - d. Parent conferences
  - e. Parents and teachers as Advocates for children
12. Identify and demonstrate the ability to construct an emergency/Disaster Action Plan for an ECE program that includes the following elements:
  - a. Procedures for emergencies and accidents
  - b. Evacuation plans
  - c. Components of an emergency/Disaster action plan
  - d. Lock down
13. Demonstrate an understanding and necessary knowledge of legal issues involved in the operation of an ECE program in terms of:
  - a. Responsibilities to staff
  - b. Responsibilities to children and parents
  - c. N.A.E.Y.C.'s Code of Ethical Behavior
14. Identify and describe the issues and responsibility of dealing with Child Abuse in an ECE program in terms of:
  - a. Reporting procedures
  - b. Director responsibilities for reporting
  - c. Staff responsibilities for reporting
15. Identify and demonstrate the ability to develop advertising strategies to maintain enrollment in an ECE program that includes:
  - 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"> <li>a. Community involvement</li> <li>b. Developing community resources and referrals</li> </ul> <p>17. Demonstrate the ability to make a professional presentations for ECE Proposal for funding.</p>	
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### Course Logistics

#### Prerequisite or Recommended Preparation:

None

#### **Attendance Policy:**

It is the student's responsibility to inform the instructor if you have personal/medical emergencies 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 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 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
Licensing Project	50	
Director Interview	50	
Discussion Boards	100	
Midterm	50	
Final Power Point Presentation	50	
Final Exam	50	
<b>TOTAL POINTS</b>	<b>350</b>	

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

Grading Scale	
325 to 350	A
289to 324	B
223 to 288	C
187 to 222	D
186 and Below	F

## Course Evaluation and Requirements for Grading: Online Format

**Expectations of Students for Appropriate Participation: Expectations of Students for Appropriate Participation:**

### **COURSE REQUIREMENTS:**

- **Discussion Activities:** Participation is mandatory in all class discussion topics and questions. You will participate in a variety of activities throughout the semester. However, points will be assigned to discussion activities and modules assignments on assigned dates. All activities must be completed on time. It is imperative that you are regular in logging on and doing your work on a regular basis. This course requires “time management” on the student’s part in order to be successful in this course.
- **Examinations:** All exams will be given on the dates indicated. They may cover the assigned reading material, videos, discussions, and lecture material from the modules. Exams will be essay questions and projects that are assigned as an exam. Extension on any exam is at the instructor’s discretion and with prior discussion between the student and the instructor.
- **Readings:** All chapters should be read during the week they are assigned.

### **College Attendance/Drop Policy:**

- **Your participation is mandatory.**
- **Log in Daily**
- **The instructor checks for participation throughout the week to see if you have participated and are doing your assignments.**
- **If you miss three weeks without participating, you will be excluded from class unless arrangements have been made with the instructor in advance.**
- **Last Day to drop a class without receiving a “W” Look in schedule of classes**
- **Last Day to drop a class to receive a “W” Look in schedule of classes**
- **It is the student’s responsibility to:**
  - **Inform the instructor of personal/medical emergencies affecting your participation.**
- **It is the student’s responsibility to officially drop this class if you stop attending.**
- **If you are late the day any presentation or assignment is due you will lose the points for that assignment**

### **SIMPLE RULES OF CLASSROOM COURTESY:**

- **Participate in the course regularly.**
- **Be respectful to your instructor and other classmates.**
- **Use appropriate language at all times in our discussions.**
- **You are enhancing not only your academic skills but your personal development and therefore it is my expectation that you will conduct yourself in this course appropriately at all times. Discussions are for the purpose of expanding these skills and everything that is discussed and shared remains within the context of the course and remains confidential and professional among only the participants in this class.**

### **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**
  - **Do no turn in work that is not your own (plagiarism).**
- **“Obstruction or disrespect towards anyone or the class in general is unacceptable.”**
- **“Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”**
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**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.**
- **Disabled Students Programs and Services (DSP&S) is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. *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&S) to discuss your specific needs.***

**Course Assignments**

1. Licensing Project (50 Points) There is a description of this in the Resources section.
2. Director Interview: (50 Points) Students will conduct and interview of a child care center program director or site supervisor.
3. Midterm: (50 Points) Written essay form and some fill-in the blank.
4. Final Exam: (50 Points) Written essay form and some fill-in the blank.
5. 4 Discussion Topics: (100 Points) - 25 points each. Students will participate in weekly discussions based on information reviewed in the Modules.
6. Final Power Point Presentation (50 Points) There is a detailed description of this assignment in the Resources Section.

**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	Major Topics and Class Activities	Assignment Due Dates and Reading Assignments
1	8/26-8/30	<b>Module One: Introduction and Overview</b> <ul style="list-style-type: none"> <li>○ Buy Textbook</li> <li>○ Post Introductions</li> </ul>	<i>Introductions</i>  <b>Director Interview Assignment Posted 8/28 and due 9/20</b>
2	9/2-9/6	<b>Module Two: Chapter 1</b> <u>Overview of Early Care and Education and Program Administration</u> <ul style="list-style-type: none"> <li>○ Read Chapter One</li> <li>○ Review Power Point</li> <li>○ Read Supplemental Article</li> <li>○ Review Instructor Notes</li> <li>○ Review Director Interview Assignment</li> </ul> (Due 9/18)	

3	9/9-9/13	<p><b>Module Two Continued:</b>  <b>Chapter 2</b>  <u>Developing a Vision, Mission and Program Evaluation</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Two</li> <li>○ Review Power Point</li> <li>○ Read Supplemental Article</li> <li>○ Review Instructor Notes</li> <li>○ Work on Director Interview</li> <li>○ Respond to Discussion One</li> </ul>	<p><b>Discussion One</b></p> <p><i>The Director's Responsibility  Opening up a Child Care Program and...  NAEYC Accreditation and Position  Statements</i></p> <p><i>Note that Discussion one closes this week on 9/13</i></p> <p><b>Midterm opens 9/10</b></p>
4	9/16-9/20	<p><b>Module Three:</b>  <b>Chapter 3</b>  <u>Understanding Regulations, Accreditation Criteria, and other Standards of Practice</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Three</li> <li>○ Review Power Point</li> <li>○ Conduct Web-Search (NAEYC)</li> <li>○ Review Instructor Notes</li> <li>○ Complete Discussion One</li> </ul>	<p><i>Director Interview Due 9/20</i></p>
5	9/23-9/27	<p><b>Module Three Continued:</b>  <b>Chapter 4</b>  <u>Establishing Policies and Procedures</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Four</li> <li>○ Review Power Point</li> <li>○ Review Title 22 Documents</li> <li>○ Conduct Web-Search (Legal Issues-child care law)</li> <li>○</li> </ul>	<p><b>Licensing Project opens on 9/24</b></p>
6	9/30-10/4	<p><b>Module Four:</b>  <b>Chapter 5</b>  <u>Leading and Managing Personnel</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Five</li> <li>○ Review Power Point for Chapter</li> <li>○ Review Instructor Notes</li> <li>○ Review Midterm</li> <li>○ Respond to Discussion Two</li> </ul>	<p><b>Midterm Due Oct. 4th<sup>t</sup></b>  <b>Discussion Two:</b>  Planning a Center  Opens 10/2  Closes 10/9</p>
7	10/7-10/11	<p><b>Module Four Continued:</b>  <b>Chapter 6</b>  <u>Creating Quality Learning Environments</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Six</li> <li>○ Review Power Point</li> </ul> <p><b>Chapter 7</b>  <u>Financing and Budgeting</u></p> <ul style="list-style-type: none"> <li>○ Read Chapters Seven</li> <li>○ Review Power Point</li> <li>○ Review Supplemental Handouts</li> </ul> <p><b>Module Four Continued:</b></p>	<p><b>Licensing Project Due 10/11</b></p> <p><b>Discussion Three</b>  Working With families and Communities</p>
8	10/14-10/18	<p><b>Module Five:</b>  <b>Chapter 8</b>  <u>Marketing Your Child Care and Education Program</u></p> <ul style="list-style-type: none"> <li>○ Read Chapter Eight</li> <li>○ Review Power Point</li> <li>○ Review Instructor Notes</li> <li>○ Respond to Discussion 3</li> <li>○ Complete Midterm by 10/18</li> </ul>	<p><b>Discussion Four</b>  Establishing and Maintaining Quality &amp; Health and Safety Issues  Opens 10/14  Closes 10/ 18  <b>Final Due Oct. 18<sup>th</sup> Final Power Point Presentation Due</b>  <b>Final Exam Open</b></p>

## Keys to Student Success

<p><b>Key 1: Attendance Policy:</b> It is the student's responsibility to inform the instructor if you have personal/medical emergencies affecting your, 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> It is the student's responsibility to process and official withdrawal from class.</p>
<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><b>Key 4: Students with Special Needs:</b> 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.</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 in class 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>