

## CHLDV174 : Administration of Early Childhood Programs I

### General Information

Author:	<ul style="list-style-type: none"><li>Elizabeth Kronbeck</li><li>Biancheri, Mary Jane</li><li>Stonis, Michelle</li><li>Owens, Deborah</li></ul>
Course Code (CB01) :	CHLDV174
Course Title (CB02) :	Administration of Early Childhood Programs I
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000018575
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	CHLDV 174 is an introduction to the administration of early childhood programs. Topics covered include general responsibilities of a program director, program types, developing and managing program budgets, program management skills, an examination of relevant laws and regulations governing early childhood programs, and the development and implementation of policies and procedures. The course also examines administrative tools, philosophies, and techniques needed to organize, open and operate an early care and education program.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	
Author:	Owens, Deborah
Course Family:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)
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Course is not a basic skills course.

Course is not a special class.

### Grading Basis

- Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

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

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**

No value

**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****Prerequisite**

CHLDV140 - Principles And Practices Of Teaching

**Objectives**

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices).
- Identify the underlying theoretical perspective in forming a professional philosophy.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.
- Examine the range of delivery systems, program types and philosophies and ethical standards.

**Entry Standards**

Entry Standards

**Course Limitations**

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Demonstrations

Methods of Instruction                      Guest Speakers

### Out of Class Assignments

- Essays (e.g., a reflective essay on the integration of concepts and principles presented in reading assignments into administrative practice)
- Administrative interview (e.g., interview an early care and education program administrator then write a summary of what was learned and the connection to course content)
- Research project (e.g., a research proposal for using multiple scholarly sources on personnel management challenges for early care and education program administrators)
- Portfolio (e.g., a collection of documents representing the various policies, procedures and other components required to operate an early care and education program)

### Methods of Evaluation

### Rationale

Project/Portfolio

Portfolio presentation

Exam/Quiz/Test

In-class essays

Exam/Quiz/Test

Short answer written exams

### Textbook Rationale

The 9th edition is the most recent edition of this resource, it effectively presents basic information for students regarding the administration and supervision of ECE programs in an accessible way.

### Textbooks

Author	Title	Publisher	Date	ISBN
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Sciarra, Dorothy June

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

**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 early childhood education settings.

Demonstrate knowledge of compliance with regulatory systems.

Assess various methods and tools of evaluation.

Examine effective policies and procedures for staffing and scheduling.

**SLOs**

**Evaluate components of quality early care and education programs, facilities and operations.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.  identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.  plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;
<i>CHLDV</i> Master Teacher	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
<i>CHLDV</i> Site Supervisor	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

*CHLDV*  
Teacher (Preschool) identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

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*CHLDV*  
School-Age Care identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

**Apply administration skills in various types of early care and education programs.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*CHLDV*  
Transitional Kindergarten Certificate Describe the role and responsibilities of professional early childhood educators.

*CHLDV*  
Master Teacher identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

*CHLDV*  
Site Supervisor identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice

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**Demonstrate knowledge of strategic and fiscal planning.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

*CHLDV*  
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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Day-to-Day Responsibilities (10 hours)

- Staffing and scheduling
- Use of technology
- Finances and financial management
- Facilities

#### Macro Responsibilities (12 hours)

- Hiring, review, and evaluation
- Strategic planning
- Working with boards, families, and community
- Advocacy and public policy

#### Regulations (5 hours)

- Title 22
- Title 5
- Education Code
- Accreditation

#### Health and Safety Codes (6 hours)

- Mandated reporting responsibilities
- Food services
- Emergency Preparedness

#### Americans with Disabilities Act (3 hours)

#### Program Mission (10 hours)

- Program models
- Diversity and inclusion
- Curriculum

#### Vision and Philosophy (8 hours)

- Managing the environment
- Routines and schedules
- Program evaluation tools

**Total Hours: 54**

## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Resources**

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value