

CHLDV175 : Administration of Early Childhood Programs II

General Information

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| Author: | <ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneStonis, MichelleOwens, Deborah |
| Course Code (CB01) : | CHLDV175 |
| Course Title (CB02) : | Administration of Early Childhood Programs II |
| 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) : | CCC000043624 |
| 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 175 explores effective strategies for personnel management and leadership in early care and education settings, including legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. We discuss comprehensive methods for analyzing the different components of an early childhood program to effect organizational change, and we examine the art of leadership and interpersonal relationships. |
| Justification: | Mandatory Revision |
| Academic Career: | <ul style="list-style-type: none">Credit |
| Mode of Delivery: | |
| Author: | Owens, Deborah |
| Course Family: | |

Academic Senate Discipline

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

Course Development

| | | |
|---------------------------|------------------------------------|---------------|
| Basic Skill Status (CB08) | Course Special Class Status (CB13) | Grading Basis |
|---------------------------|------------------------------------|---------------|

Course is not a basic skills course.

Course is not a special class.

- 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

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

Course Out-of-Class Hours

| | |
|--------------|------------|
| Lecture | 108 |
| Laboratory | 0 |
| Studio | 0 |
| Total | 108 |

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

CHLDV174 - Administration of Early Childhood Programs I (in-development)

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.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

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|-------------------------------|------------------------|
| Methods of Instruction | Lecture |
| Methods of Instruction | Discussion |
| Methods of Instruction | Multimedia |
| Methods of Instruction | Collaborative Learning |
| Methods of Instruction | Demonstrations |

Out of Class Assignments

- Essays (e.g., an essay identifying significant landmarks that have helped to prepare you to make the transition into a leadership role, including a discussion of values, qualities, and skills you bring to the role of leader)
- Reflective writing assignments (e.g., papers written in response to a specific reading assignment that relates the concepts and principles presented to current thinking, values, feelings, and professional practice)
- Field work (e.g., make arrangements to use the Program Administration Scale or Business Administration Scale for Family Child Care to assess an early care and education program)

| Methods of Evaluation | Rationale |
|------------------------------|---|
| Exam/Quiz/Test | Synthesis essay (e.g., a final paper weaving all the ideas and experiences from the class into a goal-oriented action plan) |
| Exam/Quiz/Test | Instructor evaluation of essays, writing assignments, and other out of class assignments |

Textbook Rationale

Administration Scales are important tools in the field. These 2011 and 2018 versions are the most recent editions in early childhood education settings.

Textbooks

| Author | Title | Publisher | Date | ISBN |
|---|---|-----------------------------------|-------------|----------------|
| Talan, Teri | Business Administration Scale for Family Child Care | Teachers College Press | 2018 | 978-0807759394 |
| Talan, Teri | Program Administration Scale | Teacher's College Press | 2011 | 978-0807752456 |
| Dr. Tammy Marino; Dr. Maidie Rosengarden; Dr. Sally Gunyon; and Taya Noland | Leadership in Early Care and Education | Open Oregon Educational Resources | 2022 | |

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

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Describe the interrelationship of a coherent philosophy and the dynamics of organizational change.

Select appropriate strategies for implementing change and evaluating progress.

Evaluate the factors needed to create a diverse and inclusive environment.

Describe the legal requirements and responsibilities of administering an early care and education program.

Identify components of hiring practices, observation and evaluation practices of staff.

Summarize essential practices for collaboration with staff, families and community.

Articulate the importance of professional integrity and confidentiality.

Consider both organizational needs and individual needs in the development of compensation in early care and education programs.

Connect staff needs to professional development and opportunities.

SLOs

Develop a theoretical framework regarding organizational change.

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. |
|--|---|

| | |
|-------------------------------------|--|
| <i>CHLDV</i> Teacher (Preschool) | develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children |
|-------------------------------------|--|

| | |
|---|--|
| <i>CHLDV</i> Master Teacher | develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children |
| <i>CHLDV</i> School-Age Care | develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children |
| <i>CHLDV</i> Site Supervisor | develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children |
| <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 |
| Explain how to establish professional relationships and facilitate collaboration and communication between all interested parties. | |
| 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. |
| | Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication. |
| <i>CHLDV</i> Transitional Kindergarten Certificate | Describe the role and responsibilities of professional early childhood educators. |
| <i>CHLDV</i> 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 |
| | 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> 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> 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 |
| <i>CHLDV</i> Site Supervisor | plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children |
| Effectively use various assessment tools to meet specific organizational needs. | |
| 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> Teacher (Preschool) | articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals |
| | articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals |
| <i>CHLDV</i> Master Teacher | articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals |
| <i>CHLDV</i> School-Age Care | articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals |
| | articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals |
| <i>CHLDV</i> Site Supervisor | develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children |

CHLDV
Transitional
Kindergarten
Certificate

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

Develop and implement professional development plans.

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
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

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

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

CHLDV
Site Supervisor plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

Demonstrate effective practices for managing and leading staff.

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

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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

CHLDV
Site Supervisor plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children

Course Content

Lecture Content

Legal Requirements and Responsibilities for Administrators (7 hours)

Ethics – Professional Behaviors (6 hours)

Strategies for effective administration: reflective practice and time management (7 hours)

Working with Colleagues and Families (7 hours)

- Creating a diverse and inclusive environment
- Team building strategies
- Establishing professional relationships and boundaries
- Communication strategies
- Dealing with Conflict

Working with Stakeholders: boards, community agencies and other professionals (5 hours)

Hiring Evaluation and Termination (11 hours)

- Job descriptions
- Hiring and termination procedures
- Observations and evaluations
- Compensation and benefits
- Payroll Procedures
- Personnel handbook

Leadership and Professional Development (11 hours)

- Implicit bias training and discussion of ways to reduce bias, prejudice, and discrimination
- Organizational development and change
- Development of staff and administrators
- Modeling and coaching
- Leadership styles, cultivating leaders
- Balancing professional and personal responsibilities: setting appropriate boundaries
- Professional memberships and advocacy

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 liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Content

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