

CD M24: ADMINISTRATION IN EARLY CHILDHOOD EDUCATION I

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M24

Course Title (CB02)

Administration in Early Childhood Education I

Banner/Short Title

Administration in ECE I

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Introduces principles and practices of administering early childhood programs. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Emphasizes program types, budget, management, regulations, laws, development and implementation of policies and procedures.

Additional Catalog Notes

Course required by CA Title 22 regulations for Program Director, and by Title 5 for the Child Development Permit at the Site Supervisor and Program Director levels.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

CD M02, CD M03, CD M11, CD M12, CD M14

Requisite Justification

Requisite Type

Recommended Preparation

Requisite

CD M02, CD M03, CD M11, CD M12, CD M14

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | evaluate components of quality programs: facilities, operations, strategic and fiscal planning, in various types of early care and education settings. |
|---|--|

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | demonstrate understanding of the fundamentals of planning and operating a program for children. |
| 2 | assess various methods and tools of evaluation. |

- 3 identify strategies to ensure equity and respect for children, families, staff and colleagues.
- 4 compare and contrast various program structures, philosophies and curriculum models.
- 5 demonstrate knowledge of compliance with regulatory systems.
- 6 summarize systems and methods to support sound fiscal operations in a variety of Early Care and Education (ECE) settings.
- 7 identify effective policies and procedures for staffing and scheduling.

Course Content

Lecture/Course Content

- **30% - Roles and Responsibilities of Director/Site Supervisor**
 - Leadership and management styles
 - Strategies for balancing life
 - Policies, procedures and handbooks
 - Working with boards, families and community
 - Staffing and scheduling
 - Hiring, review and evaluation
 - Use of technology
 - Advocacy and public policy
- **25% - Program Development**
 - Mission, philosophy, values
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment
 - Facilities
 - Curriculum
 - Routines and schedules
 - Program evaluation tools
- **20% - Regulations**
 - Title 22, Title 5, Education Code
 - Mandating reporting
 - Health and safety codes
 - Americans with Disabilities Act
 - Accreditation
 - Food services
 - Emergency preparedness
- **10% - Staff Relationships**
 - Communication
 - Building professionalism
 - In-service training
 - Scheduling
- **15% - Strategic Planning**
 - Start-up
 - Needs assessment
 - Marketing

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral presentations
 Portfolios
 Problem-solving exams
 Quizzes
 Reports/papers
 Research papers
 Role playing
 Simulations
 Skills demonstrations
 Written analyses
 Written homework
 Other (specify)
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Other

Management case studies
 Interview a current program director
 Writing personnel policies

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Large group activities
 Lecture
 Modeling
 Observation
 One-on-one conference
 Readings
 Role-playing
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Written reflections on weekly readings from text and journal articles on parent communication and program marketing.
- Statement of personal philosophy and vision statement.

- Reflective journal writing assignments that are reactions to class discussions.
- Summary and analysis of early childhood education programs.

Critical Thinking Assignments

- Statement of personal philosophy of supervision and management and vision statement.
- Analysis of effective curriculum, interactions, and staff characteristics for different program types.
- Management case study: analysis of interactions between teachers, staff, and program directors.

Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as effective curriculum, interactions, and staff characteristics for different program types.
- Read a current news article pertaining to course topics such as effective curriculum, interactions, and staff characteristics for different program types.

Skills Demonstrations

- Role-play a conversation between an administrator and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments

- Assigned readings from text and other professional sources pertaining to management of ECE programs.
- Child development program director interviews.
- Cooperative group planning and demonstration of staff in-service training activities on topics related to early childhood programming.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Los Angeles	CHDV 2310	Administration of Preschool and Day Care Programs	3
CSU Bakersfield	CAFS 2400	Introduction to Administration of Child and Family Programs	3

Comparable Courses within the VCCCD

CD V65 - Administration of Early Childhood Education Programs
ECE R115 - Administration I: Programs in Early Childhood Education

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Barstow College	CHLD 19A	Administration of Early Childhood Education I	3
Cerro Coso Comm College	CHDV C251	Administration I: Programs in Early Childhood Education	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1998

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionLeekeenan, Debbie and Iris Chin Ponte. *From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program*. National Association for the Education of Young Children, 2018.

Resource Type

Textbook

Description

Passe, Angèle Sancho. *Early Childhood Leadership and Program Management*. Redleaf, 2022.

Resource Type

Other Resource Type

Description

Talan, Teri and Paula Jorde Bloom. *Program Administration Scale: Measuring Early Childhood Leadership and Management*. 2nd ed., Teachers College Press, 2011.

Resource Type

Other Resource Type

Description

Talan, Teri and Paula Jorde Bloom. *Business Administration Scale for Family Child Care*. Teachers College Press, 2018.

Resource Type

Textbook

Description

O'Neill, Cassandra and Monica Brinkerhoff. *Five Elements of Collective Leadership for Early Childhood Professionals*. Redleaf Press, 2017.

Library Resources

Assignments requiring library resources

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Critiques of journal articles and research, using the Library's print and online resources, on topics concerning the administration of a child development program such as the impact of parenting education in ECE programs.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

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Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

09/22/2022

Control Number

CCC000426441

DOE/accreditation approval date

MM/DD/YYYY

