Lassen Community College Course Outline

CD 15 Pre-School Administration   3.0 Units

I.   Catalog Description

This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only
51 hours lecture,102 hours out-of-class, total student learning hours 153
Scheduled: Fall

II.   Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:
1. Identify the directors role with families, children, staff and community
2. Develop and assess a business plan, including budget, facility, staffing, marketing and enrollment that meets title 22 and/or Title 5
3. Analyze program planning, curriculum, development, emergency preparedness, nutrition, health and safety policies and procedures

B. Course Objectives

Upon completion of this course the student will be able to:
1. Demonstrate work knowledge of administrative organizing and directing Early Childhood Programs and facilities.
2. List and explain State licensing regulations and safeguards involved in administration of early childhood programs.
3. Demonstrate the ability to establish policies, assess and record children's' behavior and progress, plan and maintain a budget, and prepare the environment.
4. Demonstrate the ability to coordinate the children's' curriculum, the teaching staff, volunteers, the parent education program and the health and safety of the center.

IV. Course Content

1. Influence of Philosophy on Early Care and Education Programs

a. Review of developmental theories of early care and education
   b. b. Coordination of program's management philosophy with policies and procedures
   c. Role of director's personal philosophy and leadership style in management of the program
   d. Tracking philosophy through each aspect of the program
2. Facility development and maintenance
   a. Licensing requirements
   b. Playground equipment, room arrangement, furnishings and equipment
   c. Janitorial, maintenance and repair
   d. Laundry service, exterminators, fire extinguishers
3. Developing and building a professional staff
   a. Interviewing, hiring, and orientation policies for staff
   b. Philosophy of staff development
   c. Writing a staff handbook
   d. Staff benefits and salary scale
   e. Staff Records
   f. In-services, incentives, training
4. Philosophy of Parent Involvement
   a. Informational
   b. Social
   c. Counseling
5. Children's Programs
   a. Developmentally Appropriate
   b. Guidance
   c. Curriculum
   d. Culturally relevant
6. Health & Safety issues in Child Care
   a. Illness policies
   b. Infectious diseases and infection control emergency planning
   c. Allergy notification
   d. Immunizations
   e. Medication policies
7. Food Services
   a. Regulations
   b. Sanitary conditions
   c. Nutritional needs
   d. vendors
   e. Supplies and menus
8. Community resources and relationships
   a. Community responsibility and involvement
   b. Media relationships
   c. Community resources
9. Program information
   a. Required documents for children
   b. Required documents for staff
   c. Required documents for parent
   d. Custody issues and documents
10. Program evaluation
    a. Assessments

b. Self Study
c. ECERS
d. NAEYC Accreditation

V. Assignments

A. Appropriate Readings
Students will be expected to read college level materials which include the text, supplemental reading assignments, and professional journals in the area of child development, administration, and related topics.

B. Writing Assignments
Writing assignments vary in length, from paragraph responses to papers on topics which relate to the subject matter.

C. Expected Outside Assignments
May include any, some or all of the following: reading, observations, researching, writing, critiquing, summarizing, analyzing and/or evaluating.

D. Specific Assignments that Demonstrate Critical Thinking
Will include observations of school settings. Students will be expected to analyze the effects of school environment and administration of children and staff. Critical thinking will be required of students in such assignments and activities as written and oral analysis and evaluation of readings and/or classroom materials, class discussion of readings, lectures, comments, ideas and observations.

VI. Methods of Evaluation

Traditional Classroom Delivery
Evaluation will be based upon satisfactory progress in the performance in a variety of activities and assignments which, would include: in-class/or out of class writing assignments, quizzes, examinations, project, and class participation.

Correspondence Delivery
Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery
Same as face-to-face instruction with the addition of asynchronous and synchronous discussions, online quizzes and exams. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery
All quizzes and exams will be administered during the in person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

☒ **Traditional Classroom Delivery**   ☒ Correspondence Delivery

☒ Hybrid Delivery   ☒ Online Delivery

Traditional Classroom Delivery
Lecture, discussion groups, small group activities, observations, written assignments, films, guest speakers.

Correspondence Delivery
Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery
Assigned readings, online-delivered instructor-generated written activities, lecture material, exercises, and assignments. Web-links to relevant websites and exercises may be used to supplement instructor-generated lecture material. Student and instructor participation in forum-based discussions. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery
A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VIII. Representative Texts and Supplies

Early Childhood Leadership and Program Management, Angele Sancho Passe, 2022, Readleaf Press, ISBN-13 978-1605547657.

IX. Discipline/s Assignment

Child Development / ECE, Education

X. Course Status

Current Status: Active
Original Approval Date: 5/1/1990
Revised By: Laura Greer
Curriculum/Academic Standards Committee Revision Date: 10/17/2023