

# Lassen Community College Course Outline

## CD-26 Administration II

3.0 Units

### I. Catalog Description

This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online delivery.

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

Transfers to CSU

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Spring

### II. Coding Information

Repeatability: Not Repeatable

Open Entry/Open Exit: N/A

Grading Option: Option

Credit Type: Credit/Degree Applicable

TOPS Code: 1305

### III. Student learning Outcomes

#### A. Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Distinguish the components of appropriate leadership skills and administration of an early childhood education program.
2. Describe and appraise the components of appropriate interpersonal dynamics necessary for effective supervision of personnel and public relations.
3. Analyze parental needs and child needs and discuss how these needs relate to the program.

#### B. Course Objectives

Upon completion of this course the student will be able to:

1. Analyze different philosophies of early childhood education.
2. Describe qualities and characteristics of effective leadership types.
3. Analyze and apply interpersonal skills and techniques.
4. Analyze and discuss financial management issues.
5. Develop knowledge of the laws and policies that govern funding source.
6. Develop effective public and family relations and advocacy skills.
7. Develop effective skills in working with staff.

### IV. Course Content

1. Philosophies of early childhood education programs
  - A. Importance of philosophy

1. Human relations
2. Curriculum
- B. Personnel policies
  1. Hiring policies
  2. Staff development opportunities
  3. Volunteers
- C. Needs of children, parents, and families
  1. Qualities and characteristics of appropriate manager/leadership styles
    - A. Personality type
    - B. Learning styles
  2. Qualities and characteristics of leadership types
    - A. Principle-centered
    - B. Pedagogical
    - C. Administrative
    - D. Advocacy
    - E. Community
    - F. Conceptual
  4. Management of interpersonal skills and techniques
    - A. Decision making
    - B. Crisis intervention and problem solving techniques
    - C. Time management
    - D. Stress management
  5. Financial management
    - A. Budget crisis
    - B. Alternative payment plan
    - C. In-kind donations
    - D. Fund raising projects
  6. Laws governing funding sources
    - A. Public funding of ECE Programs
    - B. Private funding of ECE Programs
  7. Regulations governing ECE
    - A. Program policies
      1. Public
      2. Private
    - B. Program evaluation
  8. Family and public relations
    - A. Communication with families
      1. Daily interactions and rapport with families
      2. Family and child orientations
      3. Parent conferences
    - B. Administration accessibility and availability to families
    - C. Working with Outside agencies
    - D. Child abuse identification and reporting
  9. Working with staff
    - A. Develop cohesion among different learning styles
    - B. Understanding individual ethnicity
    - C. Developing open communication skills
    - D. Developing self-evaluation skills
    - E. Develop in-service training opportunities
    - F. Develop curriculum to meet the needs of the whole child

- G. Develop Multicultural curriculum with respect to diversity
- 10. Contributing to the profession
  - A. Influencing public policy advocacy
  - B. Becoming involved in research
  - C. Adhere to the NAEYC Code of Ethics

## V. Assignments

### A. Appropriate Readings

Read the reference material provided on licensing and certification for Title V and Title XXII programs to prepare a detailed analysis comparing and contrasting the differences of the two types of programs.

### B. Writing Assignments

Write a two page report on the importance of in-service training and defend three subject matters that would most benefit the staff of the preschool you have researched.

### C. Expected Outside Assignments

Site visits and evaluations of early childhood environments.

### D. Specific Assignments that Demonstrate Critical Thinking

Analyze your own personality type, learning style, and leadership skills. Acknowledging your strengths and weaknesses in regard to administering a child development facility. Write a plan of action that will include changes you need to make to improve the operation of your center.

## VI. Methods of Evaluation

### Traditional Classroom Delivery

Participation, midterm, final exam, homework, presentations, projects, written papers or reports.

### Online Delivery

Research papers, asynchronous and synchronous discussions (chat/ forum), online quizzes, and exams, postings to online website, and email communications.

### 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, field trips, and other unique instructional strategies as determined by the instructor

**Online Delivery**

Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

**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**

Freeman and Decker; *Planning and Administering Early Childhood Programs*, 11th Edition, 2021 Pearson Education, ISBN 13: 9780134029177

**IX. Discipline/s Assignment**

Child Development/ECE

**X. Course Status**

Course Status: Active

Original Approval Date: 12/04/2007

Course Originator: Elizabeth Elam

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 10/17/2023