

CHLD 90B: ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Completion of 9 units of child development courses.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the roles and responsibilities of the director as administrator of an early care and education program.
- Analyze the importance of program philosophy to all other aspects of operation and systems development.

Description

A study of the development of the components of a quality early care and education program including roles and responsibilities of the director, types of programs, philosophy development, organizational structure, licensing regulations, advisory boards, facility design and set up, budgets and funding.

Course Objectives

The student will be able to:

- Discuss the role and responsibility of the director as administrator of an early care and education program.
- Analyze the importance of program philosophy to all other aspects of operation and systems development.
- Describe different types of early care and education that are in operation in the field (e.g., proprietary programs, publicly funded, federally funded, parent cooperatives, family child care businesses).
- Identify and use the regulations and policies governing the operation of public and private early care and education.
- Develop and provide a rationale for an organizational structure for an early care and education program.
- Explain important aspects of designing an early care and education facility.
- Demonstrate a working knowledge of budget development fiscal management and funding sources in an early care and education program.

Course Content

- Discuss the role and responsibilities of the director as administrator of an early care and education program

- Qualifications
- Roles and responsibilities
- Analyze the importance of program philosophy to all other aspects of operation and systems development in an early care and education program
 - Developing and communicating program philosophy
 - Integrating program philosophy into all aspects of program design
 - Describe characteristics of different types of early care and education that are in operation in the field (e.g., proprietary programs, publicly funded, federally funded, parent cooperatives, family child care businesses)
 - Types of programs: proprietary programs, publicly funded programs, governing structures
 - Current information on program funding, financial management, and program effectiveness
 - Planning and evaluating the early childhood classroom environment
- Identify and use the regulations and policies governing the operation of public and private early care and education
 - Title 22 and Title 5 Regulations
 - Risk management
 - Health, safety and nutrition concerns
- Develop and provide a rationale for an organizational structure of an early care and education program
 - Objectives
 - Types of organizational structures
 - Developing and working with early care and education board
 - Function and purpose
 - Roles of committee members
- Explain important aspects of designing an early care and education facility
 - Meeting the needs of children, staff and parents through facility design
 - Incorporating licensing guidelines and requirements when designing a new space
 - Demonstrate a working knowledge of budget development fiscal management and funding sources in an early care and education program
 - Describing the budget process
 - Identifying items to be included in a budget for an early care and education program
 - Identifying and prioritizing the budget categories

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

- Interview of program director and evaluation of an early care and education program using PAS (Program Administration Scale)
- Written assignments
- Class discussion and participation
- Tests on text reading
- Written professional philosophy
- Development of an organizational structure
- Final written paper

Method(s) of Instruction

- Lecture

- B. Cooperative learning and small group activities
- C. Discussion of assigned readings
- D. Observations
- E. Oral presentations
- F. Guest speakers and panelists
- G. Final assessment paper

Representative Text(s) and Other Materials

Sciarra, Dorothy June and Anne G. Dorsey. Developing and Administering a Child Care Center. 6th ed. Albany, N.Y.: Delmar Publishers, 2015.

Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale. New York, N.Y.: Teachers College Press, 2011. Text remains relevant to course and is the most current edition.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading and study of the text.
- B. Reading and written response to test questions, assignments and relevant articles and online reading material.
- C. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

Discipline(s)

Child Development/Early Childhood Education