

Las Positas College  
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## Course Outline for ECD 65

### ADMINISTRATION

Effective: Fall 2011

#### I. CATALOG DESCRIPTION:

ECD 65 — ADMINISTRATION — 3.00 units

An overview of administrative principles and practices of Early Care and Education facilities; program planning, organizational structures, financial management, personnel policies, records; nutrition program and food purchasing; relationships with families, community, and regulatory agencies; requirements of State and Federal programs; legal and ethical issues.

3.00 Units Lecture

#### Prerequisite

ECE 62 - Child, Family and Community  
with a minimum grade of C  
and

ECE 63 - Early Childhood Curriculum  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

- A. ECE62
- B. ECE63

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. identify and describe the responsibilities and tasks associated with administering an Early Care and Education facility;
- B. describe organization structures in the field of Early Care and Education;
- C. create a budget and modify as needed for unexpected contingencies;
- D. apply best practices when creating a business plan;
- E. develop mock personnel and operating policies and procedures ;
- F. articulate the importance of confidentiality and maintenance of staff and children's records;
- G. identify and evaluate local market influences on child care services;
- H. develop and implement an appropriate nutritional program for the children served and demonstrate the ability to provide documentation to satisfy the regulations of monitoring agencies;
- I. discuss the importance of building relationships with families, community, and regulatory agencies;
- J. describe the role of regulatory agencies;
- K. enumerate the rules and describe the monitoring of federal and state funded programs. and
- L. discuss legal and ethical ramifications of operating an Early Care and Education setting.

#### V. CONTENT:

- A. Early Care and Education Facilities
  - 1. Philosophy and programs
  - 2. Profit/not-for-profit
    - a. Center based
    - b. Family child care
    - c. Faith based
  - 3. State and Federal Programs
- B. Personnel policies and practices

1. Recruitment
2. Diversity and discrimination
3. Staff qualifications, job descriptions and contracts
4. References
5. Compensation and retention
6. Orientation
7. Supervision
8. Review, evaluations and promotions
9. Communication, conflict resolution and grievances
10. Staff meetings and in service training
- C. Facility Development
  1. Needs and assessment of community
  2. Location and zoning
  3. Contractors and negotiating contracts
  4. Design/layout
  5. Marketing the program
- D. Administrative principles and practices
  1. Business plan
  2. Organizational structure
  3. Program planning
  4. Roles and styles
- E. Operational policies and procedures
  1. Start-up and operating budgets
    - a. Income
    - b. Personnel costs
    - c. Purchasing
    - d. Maintenance
    - e. Future planning
  2. State and Federal programs
  3. Nutrition and food service
  4. Records and data collecting
- F. Legal and ethical aspects
  1. Licensing regulations
  2. Labor laws
  3. Americans with Disabilities Act
  4. Ethical dilemmas
- G. State and National Accreditation
  1. Quality assessment tools
  2. Self study
  3. Program evaluation
- H. Building relationships and partnerships with families
  1. Enrollment
  2. Contracts
  3. Cultural responsiveness
  4. Resources
  5. Family meetings and conferences
- I. Community and regulatory agencies

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Media presentations
- D. **Guest Lecturers** -
- E. **Projects** - Class projects and assignments

#### VII. TYPICAL ASSIGNMENTS:

A. Research, reading and writing: 1. Research a topic selected from the instructor's list of appropriate topics. Write a three to five page typed paper on topic. Use format available in the bookstore (pink sheets) as a guide for documenting paper. Paper should give credit to sources and should also include some personal thoughts whether in agreement or opposed to the views of the books cited. Grading is based on both content and composition. 2. Based on the above research be prepared to discuss, in class, the findings and new insights and how the research might be implemented into an Early Care and Education setting. B. Problem solving: 1. Phase 1: Class members will be assigned to work in teams. Prepare a class presentation on a topic chosen by the instructor (example: nutrition for school-age children). 2. Phase 2: After class presentation each individual and the group will examine the process and respond to the following questions? Why might a group project, with a group grade, be included as part of an administration course? What approach did the group take in completing the project? Were leaders chosen or did it happen naturally? How was that decided? How were other group roles decided? Was everyone in the group comfortable with the leader and other roles? How were decisions made? Describe both individual effort and the group contributions in relationship to the final presentation. Describe and evaluate process and suggestions for change. 3. Design a simple, one page enrollment agreement or contract with families, Summarize why each item included is considered essential to the contract.

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. One or more oral and/or written reports
    - b. One or two projects
    - c. 8-10 reflections throughout semester
    - d. Weekly participation
    - e. At least one midterm
    - f. Final examination or project

IX. TYPICAL TEXTS:

1. Harms, Thelma and Clifford, Richard *Early Childhood Environment Rating Scale: Revised Edition (ECERS-R)*., Teachers College Press, 2005.
2. Hearron, Patricia F. and Hildebrand, Verna *Management of Child Development Centers*. 7th ed., Merrill Prentice-Hall, 2010.
3. Sciarra, Dorothy June and Dorsey, Anne G *Developing and Administering a Child Care Center*. 7th ed., Thompson/Delmar Learning, 2009.

X. OTHER MATERIALS REQUIRED OF STUDENTS: