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## Course Outline for ECE 65

### ADMINISTRATION I: PROGRAMS IN EARLY CHILDHOOD EDUCATION

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ECE 65 — ADMINISTRATION I: PROGRAMS IN EARLY CHILDHOOD EDUCATION — 3.00 units

Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program: Relationships with families, and community.

3.00 Units Lecture

#### Prerequisite

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

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

#### Grading Methods:

Letter Grade

#### Discipline:

- Child Development/Early Childhood Education

	<b>MIN</b>
<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

1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
2. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
3. Identify and compare local, state, and federal community services available to families
4. Describe the role of families within educational institutions and the importance of family-teacher partnerships
5. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
6. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting

##### B. ECE63

1. plan curriculum for an early childhood program utilizing the theories and principles of child growth and development.
2. demonstrate and discuss the learning process in early childhood as it relates to play;
3. observe, plan, assess, and evaluate the curriculum in ECE environments, including the role of the teacher as related to providing developmentally appropriate curriculum;
4. plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children;
5. plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensori-motor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives;
6. evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

#### IV. MEASURABLE OBJECTIVES:

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

- A. Compare and contrast various program structures, philosophies and curriculum models
- B. Identify and describe the responsibilities and tasks associated with administering an Early Care and Education facility
- C. Summarize systems and methods to support sound fiscal operations in a variety of ECE settings

- D. Develop mock operating policies, procedures, staffing and scheduling
- E. Develop, demonstrate, and implement an appropriate nutritional program for the children served and provide documentation to satisfy the regulations of monitoring agencies
- F. Articulate the importance of confidentiality and maintenance of staff and children's records
- G. Describe the role of regulatory agencies
- H. Enumerate the rules and describe the monitoring of state and federally funded programs including Title 22, Title 5 and Education Code
- I. Discuss legal and ethical ramifications of operating an Early Care and Education setting
- J. Assess various methods and tools for evaluation and improvement
- K. Discuss strategies for building equitable and respectful relationships with families, community, and regulatory agencies

#### V. CONTENT:

- A. Early Care and Education facilities and program development
  - 1. Philosophy, mission and value statements
  - 2. Program models
- B. Personnel policies and practices
  - 1. Recruitment and hiring
  - 2. Diversity, inclusion and discrimination
  - 3. Staff qualifications, job descriptions, handbooks and contracts
  - 4. Compensation and retention
  - 5. On-going supervision
  - 6. Reviews, evaluations and promotions
  - 7. Communication, conflict resolution and grievances
  - 8. Program culture and climate
  - 9. Staff meetings and in-service training
- C. Facility development and management
  - 1. Needs and assessment of community
  - 2. Location and zoning
  - 3. Contractors and negotiating contracts
  - 4. Design/layout
  - 5. Marketing the program
  - 6. On-going day-to-day maintenance
    - a. Routines and schedules
    - b. Emergency preparedness
    - c. Curriculum selection and oversight
- D. Strategic planning, administrative principles and practices
  - 1. Business plan
  - 2. Organizational structure
  - 3. Staffing and scheduling
  - 4. Use of technology
  - 5. Program planning
  - 6. Record keeping
  - 7. Roles and styles
- E. Operational policies and procedures
  - 1. Start-up and operating budgets
    - a. Income - tuition, grants, state and federal contracts
    - 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, compliance, and ethical aspects
  - 1. Licensing, Title 5 and education codes and regulations
  - 2. Labor laws
  - 3. Health and safety codes
  - 4. Americans with Disabilities Act (ADA)
  - 5. Ethical dilemmas including mandating reporting
- G. Program review and accreditation
  - 1. Quality assessment tools
  - 2. Self study
  - 3. Program evaluation
- H. Building relationships and partnerships with families, boards, and the community
  - 1. Enrollment and contracts
  - 2. Cultural responsiveness
  - 3. Resources
  - 4. Family meetings and conferences
  - 5. Advocacy and public policies

#### 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.
    - a. Write a two to three page typed paper on topic.
    - b. 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.
    - c. Grading is based on both content and composition.
  - 2. Based on the above research be prepared to discuss, in class or a group discussion (online), 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.
  - a. 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
  - a. Why might a group project, with a group grade, be included as part of an administration course?
  - b. What approach did the group take in completing the project?
  - c. Were leaders chosen or did it happen naturally?
  - d. How was that decided?
  - e. How were other group roles decided?
  - f. Was everyone in the group comfortable with the leader and other roles?
  - g. How were decisions made?
  - h. Describe both individual effort and the group contributions in relationship to the final presentation.
  - i. Describe and evaluate process and suggestions for change.
3. Design a simple, one page enrollment agreement or contract with families.
  - a. Summarize why each item included is considered essential to the contract.

VIII. EVALUATION:

**Methods/Frequency**

- A. Exams/Tests  
2
- B. Quizzes  
4
- C. Research Projects  
1
- D. Papers  
2
- E. Class Participation  
weekly
- F. Class Work  
weekly
- G. Home Work  
weekly

IX. TYPICAL TEXTS:

1. Sciarra, Dorothy. *Developing and Administering a Child Care Center*. 9th ed., Thompson/Delmar Learning, 2016.
2. Freeman, Nancy. *Planning and Administration of Early Childhood Programs*. 11th ed., Pearson, 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: