



**El Camino College/Compton Center**  
**Childhood Education Department**  
<http://www.elcamino.edu/academics/tep/EarlyChildhood.asp>



*Preparing Childhood Education Professionals and Life-long Learners*

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

**Child Development 129 - Introduction to Program Administration**

(formerly CDEV-29)  
Section Number 4125  
3 Units (Fall 2009)  
Online  
Online

**Instructor:** Jennifer Montgomery  
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**Office Hours:**

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**Course Description:**

This course focuses on the regulations, standards and practices for licensed preschool programs established by the California State Department of Social Services. Topics include the role of the program director, interpersonal relationships, public relations, staff recruitment and selection, and community resources.

**Course Objectives:** Upon successful completion of this course, the students will be able to:

- ❖ 1. Identify and analyze the director's role, duties and responsibilities in an early childhood education program.
- ❖ 2. Assess community need for a child care center.
- ❖ 3. Examine and apply Title 22 regulations for child care programs as defined by the California State Department of Social Services.
- ❖ 4. Analyze and balance budgets for child care programs.
- ❖ 5. Develop criteria and procedures for recruiting, training and evaluating staff members.
- ❖ 6. Examine various duties of personnel involved in child care programs and develop job descriptions and staff orientation materials.
- ❖ 7. Analyze legal issues related to licensed programs.
- ❖ 8. Establish administrative policies and evaluation procedures for program components such as parent education and involvement.
- ❖ 9. Assess community resources available to support early childhood programs and develop strategies for disseminating information to parents and staff.

**Student Learning Outcomes** (Overarching learning goals for this course.)

1. Analyze leadership roles as they relate to interactions with parents, staff, and the community.
2. Formulate procedures and policies for hiring, termination, evaluation, and motivation of staff.

**Prerequisite or Recommended Preparation:**

None

**Required Text/s and Materials:**

1. Sciarra, D. (2010). *Developing and Administering a Child Care and Education Program*. Belmont, CA: Wadsworth. ISBN13:978-1-4283-6137-9
2. Additional handouts on-line.
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.

**Attendance Policy:**

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three absences, you may be excluded from the class. Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

**Drop Policy:**

It is the student's responsibility to process and official withdrawal from class.

**Withdrawal and/or Incomplete Policies:** College policy on withdrawals applies. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**Students with Special Needs:** Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Academic Honesty:**

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Classroom Rules of Conduct:**

It is the responsibility of each student to conduct him/herself in a manner which encourages learning and promotes honesty; and to act with fairness toward other student in the classroom.

<h2 style="margin: 0;">Course Projects and Assessment Policies</h2>
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**Assignment Guidelines**

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1” margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino’s Writing Resource Lab for your written papers. Ten percent (10%) of the project’s total points will be deducted for grammatical/structural/typological errors

**Methods of Evaluation and Grading**

Exams, written papers, written homework, discussions, exams and supplemental reading

**Late Assignments**

Late work is not accepted.

**Emailed Assignments**

Assignments may be e-mailed to the instructor on or before the due date. Please e-mail assignments to [jmontgomery@elcamino.edu](mailto:jmontgomery@elcamino.edu) and [cmthread@pacbell.net](mailto:cmthread@pacbell.net)

**Extra Credit**

The instructor will determine if an extra credit assignment is offered to the class.

**Exams**

All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. All exams will be given on the dates indicated. Questions may be true/false, multiple choice, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. A 10% deduction will be assessed on all tests not taken on the assigned test day. Make-up exams must be taken within 2 business days of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exams.

**Course grades will be based on the number of points you have earned out of 300 possible points in the course. Points will be available as follows:**

Assignment	Possible Points	Points Earned
Licensing Project	50	
Director Interview	50	
Discussion Boards	50	
Midterm	50	
Final Power Point Presentation	100	
<b>TOTAL POINTS</b>	<b>300</b>	

The following grading scale will be used in determining your grade:

Grading Scale	
270 to 300	A
240 to 269	B
210 to 239	C
180 to 209	D
Below 179	F

### College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self assessment.

. \*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

<b>Support Services:</b>		
Childhood Education Department Office	ARTB 326	660-6022
Writing Center	Humanities 122	X3873
Learning Resources Center	Library	X3525
Health Center		X3643
EOPS	SSA	X3466
Careers in Child Care Program	ARTB 320	X3755
Tutoring Center	Library	X3511
Teacher Education Program	ARTB	X3573

### Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

## Course Assignments

1. Licensing Project. Development of criteria related to community care licensing
2. Director Interview: Students will conduct an interview of a child care center program director or site supervisor.

3. Midterm: Written essay form and some fill-in the blank.
4. Final Power Point Presentation: Power point presentation on chosen topic.....
5. Discussion Boards: Students will participate in weekly discussions based on information reviewed in class.

### Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week	Date	Major Topics and Class Activities	Assignment Due Dates and Reading Assignments Read Chapters Prior to Class Meeting
1	Sept. 1- Sept. 6	<b>Course Orientation</b> ARTB Room <b>Introduction and Overview</b> Blackboard Management System	Buy textbook
2	Sept.8- Sept. 13	<b>Chapter 1</b> <u>The Working Director</u>	<b>Discussion Board One</b> ❖ The Director's Responsibility
3	Sept 15- Sept.20	<b>Chapter 2</b> <u>Developing Interpersonal Relationships</u>	<b>Discussion Board Two</b> ❖ Organizational Climate
4	Sept 22- Sept. 27	<b>Chapter 3</b> <u>Assessing Community Need and Establishing a Program</u>	<b>Discussion Board Three</b> ❖ Program Philosophy
5	Sept 29- Oct. 4	<b>Chapter 4</b> <u>Licensing and Certification</u> Title 22	<b>Discussion Board Four</b> ❖ Legal Issues  <b>Director Interview Due</b>
6	Oct. 6- Oct. 11	<b>Chapter 5</b> <u>Organizing Center Structure and Working with a Board</u> <b>Chapter 6</b> <u>Handling Financial Matters</u> <b>Chapter 7</b> <u>Funding the Program</u>	<b>Licensing Project Due</b>

7	Oct. 13- Oct. 18	<b>Chapter 8</b> Developing a Center	<b>Discussion Board Five</b> ❖ Planning a Center
8	Oct. 20- Oct. 25	<b>Final Power Point Presentations</b>	

### **Childhood Education Department**

#### Program Learning Outcomes

- ❖ Integrate an understanding of the needs, the characteristics and multiple influences on development of children ranging from birth to adolescence as related to high quality care and education.
- ❖ Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
- ❖ Apply effective guidance and interaction strategies that support all children's social and emotional development
- ❖ Develop strategies that promote partnerships between programs, teachers, families and their communities.
- ❖ Demonstrate and evaluate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood/child development field.