

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

CHILD DEVELOPMENT 138 – ADMINISTRATION OF CHILD DEVELOPMENT PROGRAMS II

3 hours lecture, 3 units

Catalog Description

This course is designed for the experienced director of child care and preschool programs. The focus is on human relationships in the professional setting with an emphasis on political, fiscal, and working conditions and how they affect turnover and staff morale; support for families in the program, and managing personal growth and development.

Prerequisite

None

Recommended Preparation

“C” grade or higher or “Pass” in CD 137 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) State and federal regulations including Title 22 and Title 5.
- 2) Budget preparation for child care programs.
- 3) Different leadership/management styles.
- 4) Curriculum models.

Course Content

- 1) Establishing center policy and procedures regarding staff and incorporate into staff handbook
- 2) The importance of using proper business English in oral and written communication
- 3) Evaluation and analysis of budgets (annual, quarterly, monthly)
- 4) Ethics and advocacy for children’s causes
- 5) Discussion and exploration of management techniques suited to an individual’s style
- 6) Supervision of diverse staff and volunteers including morale, development, and evaluation

Course Objectives

Students will be able to:

- 1) Analyze the components of appropriate classroom environments and playgrounds and design them for their center.
- 2) Identify the director’s responsibility in the nutrition programs of the center and plan a proper nutrition program.
- 3) Apply the basic components of proper business English to the center’s correspondence.
- 4) Outline the components of a curriculum based on child development theory that is suited for a center’s needs.
- 5) Evaluate, analyze and forecast budget projections.
- 6) Identify appropriate management theory and styles for use with center personnel.
- 7) Link with current public and educational agencies and organizations to advocate for young children.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written exams that measure students' ability to identify management styles, analyze and forecast budget projections, and outline the components of theory-based curriculum.
- 2) Written assignments that demonstrate students' ability to plan nutrition programs, use proper business English, and link with appropriate agencies and organizations to advocate for young children.
- 3) Projects and presentations with a written component that demonstrate students' ability to design appropriate curriculum and classroom environments and use appropriate management styles.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Observations of administrators and programs
- 3) Directed class projects and activities

Out-of-Class Assignments

- 1) Reading assignments
- 2) Written assignments that involve research, reflection, and application of course materials
- 3) Observation of programs and early childhood administrators

Texts and References

- 1) Required (representative examples):
 - a. Carter, et al. *The Visionary Director*. Redleaf Press, 3rd edition, 2020.
 - b. Adams, et al. *Developing and Administering a Child Care and Education Program*. 10th edition. Cengage, 2022.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Develop procedural manuals.
- 2) Develop budgets for different types of child care programs.
- 3) Work effectively with adults.
- 4) Resolve conflicts in a collaborative problem-solving process.
- 5) Determine the appropriate supervisory style needed for individual members.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Evaluate the role of human relationships with regard to the fiscal, political, and working conditions in an early childhood education and care program.
- 2) Analyze and apply how human relationships affect staff turnover and morale, support for families, and personal growth and development in a professional early childhood setting.