Modesto Junior College
Course Outline of Record
CLDDV 150

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CLDDV-150 Administration of Children’s Programs 3 L

Prerequisite: Satisfactory completion of CLDDV 103 with a minimum grade of C or better
CLDDV 104 with a minimum grade of C or better or CLDDV 105 with a minimum grade of C or better.

Laws governing private and public programs serving young children in California. Aspects of records, reports, health and safety, finances, staff management, curriculum development, spatial and equipment requirements, and parent-community relationships from the administrator's point of view. Field trips might be required. Course is applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Laws governing the operation of early childhood programs in California
      1. Title 5 and Title 22
      2. Regulatory and licensing agencies
      3. Regulations concerning:
         a. staff requirements
         b. physical space and child safety
         c. enrollment requirements
   B. Program Promotion
      1. How personal preschool program philosophy grows and develops
      2. Philosophy of school is reflected in the brochure
      3. Promotion of the program with parents, in community
      4. How cultural backgrounds impact program promotion*
   C. Finances
      1. Handling income and expenditures
      2. Yearly budget preparation
      3. Income tax exemptions and forms
   D. Staff Management
      1. Hiring, evaluation, firing
      2. Scheduling and effective staff use
      3. In-service training
   4. Personnel policies
   5. Communication and teamwork, burn-out prevention
   6. Cultural aspects affecting management*
   E. Health and Safety Concerns
      1. The administrator’s responsibilities
      2. Establishing school policy
      3. Government regulations
   F. Children’s Program
      1. Meeting individual needs*
      2. Daily schedule
      3. Curriculum, developmentally appropriate and culturally sensitive*
      4. Variations required by group or school size
   G. Space and Equipment
1. Organizing space for effective use, minimum problems
2. Selecting, using, and evaluating learning materials
H. Parent and Community Relationships*
   1. Parent role and parent involvement*
   2. Communications with parents*
   3. Public relations*
   4. Community resources and relationships*

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

Satisfactory completion of CLDDV 103 with a minimum grade of C or better CLDDV 104 with a minimum grade of C or better or CLDDV 105 with a minimum grade of C or better and .

2. **Requisite Skills**

*Before entering the course, the student will be able to:*

   a. CLDDV 103
   b. A. Identify characteristics and patterns of physical, cognitive, social, and emotional development from infancy through adolescence
   c. B. Analyze the relationships between the factors in physical, cognitive, creative, social and emotional development from the whole child perspective including cultural factors from infancy through adolescence
   d. C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from infancy through adolescence *
   e. D. Apply developmental theories in selected examples*
   f. E. Interpret the needs of infants, young children, and adolescents and propose implications for adult responses*
   g. F. Evaluate how behavior relates to factors in growth and development
   h. G. Identify personal biases towards infants, children, and adolescents, including bias toward culture, race, abilities, and gender*
   i. Or CLDDV 104
   j. A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, and social-emotional development from conception through early childhood
   k. B. Discuss the relationships between the factors in physical, intellectual, social, and emotional development from the whole child perspective including cultural factors from conception through early childhood
   l. C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from conception through early childhood*
   m. D. Apply developmental theories in selected examples*
   n. E. Interpret the needs of infants and young children, and propose implications for adult responses*
   o. E. Interpret the needs of infants and young children, and propose implications for adult responses*
   p. G. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender*
   q. And CLDDV 105
A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence

B. Discuss the relationship between the factors in physical, intellectual, social and emotional development from the whole child perspective including cultural factors from late childhood through late adolescence

t. C. Compare the emotional and external influences on growth and development including culturally influenced interactions, implications from late childhood through late adolescence*

u. D. Apply developmental theories in selected examples*

v. E. Interpret the needs of children and adolescents and propose implications for adult responses*

w. F. Evaluate how behavior relates to factors in growth and development

x. G. Identify personal biases toward children and adolescents, including bias toward culture, race, abilities, and gender*

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture, discussion

2. Media, including videos, films, and slides

3. Guest speakers

4. Role play and group presentations

5. Oral reports

6. Written projects requiring analysis and proposing solutions to problems

7. Objective and / or essay exams

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly assignments that support the Creation of a working document for licensing

   b. Assignments may include:

      i. Writing required policies: Discipline, Absence, Health Precautions, etc.

      ii. Creating a center budget and staffing plan

      iii. Designing the indoor classroom space

      iv. Designing the outdoor classroom space
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

a. Create a portfolio including policies for an actual center based program including the following topics: Discipline, Absence, Health, Fees, Enrollment

b. Final exam questions:
   1. To find the regulations regarding opening a child care program you would go to what state agency?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


2. **Manual**: California State Department of Social Services. *Child Care Title 22 Regulations*, State of California

III. **DESIRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Complete the regulatory processes required for opening and licensing a center based children's program in California. Prepare all necessary documentation for the parent and staff handbooks relative to their program.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. Identify California laws governing the operation of child care centers.

   b. Analyze and prepare a center budget.

   c. Analyze space and equipment to maximize learning and insure safety.

   d. Demonstrate the process to secure a Department of Social Services license.

   e. Develop the organization plan of a center.

   f. Prepare a brochure summarizing information about a school.*

   g. Identify quality program components.*

   h. Evaluate situations common in schools; i.e., parent complaints.*

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
1. Class participation
2. Completion of Title 22 regulatory documents
3. Exams, essay and objective
4. Written and oral reports and projects

B. SUMMATIVE ASSESSMENT
1. Course Portfolio
2. Final examination covering all course material