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

**CLDDV-151\textsuperscript{1} Advanced Administration of Children's Pro** 3 Units

\textit{Formerly listed as: CLDDV - 151: Advanced Administration of Children's Pro}

\textit{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

Management and supervision in Early Care and Education programs. Includes strategic planning, group
dynamics, supervision of staff and volunteers, development of motivation and morale, leadership and
management skills, functions of personnel, interview skills, evaluations, human resource issues, resolving
group conflicts and working with advisory boards. Designed to provide knowledge of methods and
principles for working with adults in a supervisory capacity in Early Care and Education settings. 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. Introduction to advanced child care administration
   B. Current issues on local, state, and federal level\textsuperscript{*}
   C. Business models and plans
   D. Ethics\textsuperscript{*}
   E. Community collaboration\textsuperscript{*}
   F. Diversity in families and communities\textsuperscript{*}
   G. Assessment of organization and individual needs, professional growth\textsuperscript{*}
   H. Finances, grant writing, marketing
   I. Role of technology in child care administration and program design\textsuperscript{*}
   J. Program evaluation

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

2. **Requisite Skills**

   \textit{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. F. Evaluate how behavior relates to factors in growth and development

p. G. Identify personal biases towards infants and young children, including bias toward culture, race, abilities, and gender*

q. And CLDDV 105

r. A. Identify characteristics and patterns of physical, motor, perceptual, intellectual, language, social, and emotional development from late childhood through late adolescence

s. 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 written assignments that reflect the lecture, video presentations, and reading assignments
   b. 4 per term role-play, group activities for assessment of student understanding of course content
   c. 4 per term, quizzes or in class writings
   d. 1 mid-term
   e. 1 comprehensive final exam

2. **EVIDENCE OF CRITICAL THINKING**
   _Assignments require the appropriate level of critical thinking_

   Final exams are on file in the FCS office.

   Typical assignment:

   After reading the chapter and viewing the video in class, write a paper that synthesizes the concepts of effective hiring practices. Include the role of the director, staff representation on the interview/hiring committee, and legal practices and procedures.

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

1. **Book**: Kagan and Bowman (1997). *Leadership in Early Care and Education* NAEYC.
III. DESIRED LEARNING

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

Identify and describe the responsibilities and tasks associated with the role of supervisor in an Early Care and Education program. Demonstrate improved understanding of interpersonal skills in working with staff, parents, and other agencies.

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 and describe the responsibilities and tasks associated with being a supervisor in an Early Care and Education program

b. Demonstrate and understanding of interpersonal characteristics and the skills necessary for working with adults

c. Examine and compare management styles and the developmental nature of leadership

d. Formulate and evaluate methods for implementation and evaluation of children's programs

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class participation

2. Exams which may include essay and objective questions

3. Written and oral reports and projects

B. SUMMATIVE ASSESSMENT

1. Final Examination

2. Portfolio Development