



# Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 202 Organization of Child Care Center

15 sessions

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Professor, Maryann Yi	
Class Hour: Thursday 4:00-6:30 pm	Classroom: <a href="#">Click here to enter text.</a>
Office: <a href="#">Click here to enter text.</a>	Phone: 213-605-0907(Cell)
Office Hours/ Consultation: <a href="#">Click here to enter text.</a>	E-mail: <a href="mailto:jbrideanne@gmail.com">jbrideanne@gmail.com</a>
TA: TBA (To Be Arranged)	Credit Unit: 3

## A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

## B. Relationship of Course to Bethesda University's Mission

Empowering and nurturing those who really want to serve the community as a servant leader by focusing on the early childhood education field and raising well prepared director candidates.

## C. Course Description

This class shall lay the basic foundation for directors-to-be intellectually, emotionally, and spiritually. This course will help future teachers and directors understand the importance of the director's role for preschool staff, children, their families, and the community. The class will cover how to envision, organize, and improve the center; Management knowledge and skills; Early childhood knowledge and skills; Review the various scales and actual field environment.

## D. Course Objectives & Student Outcomes

Students will get fundamental knowledge to establish the center and to operate and manage it.

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Grow and extend the servant-hood leadership as well as be a spiritual mentor for the teachers and parents	Produce the Mission statement describing servant-hood leadership and mentorship.



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Intellectually	Broaden the knowledge on how to create the environment and run the center based upon the appropriate vision of the center	Summary the chapters with key concepts.
Socio-Emotionally	During the course, students shall have brainstorming and small group discussions; find other people's perspectives and expectations on the center.	Group Project: Design and present the agenda for the center.
Vocationally	To grow a competent administrator candidate.	Internship (compare and contrast own agenda with the actual environment) Visitation with survey forms along with students' comment

## E. Teaching/Learning Methods

Read and reflect on the main text and other supplementary texts.  
Summarize your agenda and try implementing in the class in a small group setting.  
Project and discussion.  
Write a critique with analysis of own opinion.

## F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
1.	Developing and Administering a Child Care & Education Program 8 <sup>th</sup> edition	Dorothy June Sciarra, Ann G. Dorsey et.,al.	Wadsworth	978-1-111-83338-1	2013
2.	The Visionary Director 2 <sup>nd</sup> edition	Margie Carter, Deb Curtis	Redleaf Press	978-1-60554-020-7-2010	2010
3.	Program Administration Scale 2 <sup>nd</sup> . edition	Terri N. Talan, Paula Jorde Bloom	Teachers College Press	978-0-8077-5245-6	2011

## G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library	Year
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1	Leaders and supervisors in child care programs	Sciarra, D.J. & Dorsey, A.G.	Thomson Delmar Learning	code	2002
2	Relationships, the heart of quality care: Creating community among adults in early care settings	Baker, A.C. & Manfredi/Petitt, L.A.	NAEYC		2004
3	Ethics and the early childhood educator	Feeney, S. & Freeman, N.K.	NAEYC		2005
4	Frame of mind: The theory of multiple intelligence 10 <sup>th</sup> anniversary	Gardner, Howard	Basic Books		1993
5	Inclusive early childhood education: Development, resource, and practice(5 <sup>th</sup> ed)	Deiner, P. L.	Cengage Delmar Learning		2010
6	Creating a better tomorrow	Washington, E. & Andrews, J. D.	Council for Professional Recognition		2010
7	The business of child care: Management and financial strategies	Jack, G.	Thomson Delmar Learning		2005

Other Resources : Child Care Licensing Website -- [www.cclcd.ca.gov](http://www.cclcd.ca.gov)

Child Care Regulations -- [www.dss.cahwnet.gov](http://www.dss.cahwnet.gov)

## H. Course Calendar/Schedule, include the following

**\*\* This syllabus subject to change**

N	Date	Theme	Reading	Assignments
1	2/26	Introduction to the coursework		
Last Day to Request Add/Drop is Friday of First Week				
2	3/5	The Working Director Leadership and characteristic traits & scope of director's work	Ch. 1	List director's major role with personal qualities.
3	3/12	Historical and philosophical foundations	Ch.2,	
4	3/19	Historical and philosophical foundation – continued	Ch. 10	Summary chapters
5	3/26	Guiding your program with a Vision	Sup. Ch. 1	Own vision statement



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6	4/2	Personal and professional self awareness- Licensing and Certification Terminology review	Ch. 3	
7	4/9	Licensing and Certification – continued & Title 22	Ch. 3	
8	4/16	Title 22 continued & Director’s commitment & Review the vision statement	Ch.1	Summary Title 22 focus on director’s qualification
Last Day to Request Grade Withdrawal “W” is Friday of 8 <sup>th</sup> Week				
9	4/23	Easter Reading Week		
10	4/30	Director’s role of mentoring and coaching	Sup. Ch. 4	
11	5/7	Organizing Center Structure and Working with Board / Funding the program	Ch. 5 & 6	Chapter summary
12	5/14	Developing and Equipping the center	Ch. 7 & 8	Chapter summary
13	5/21	Staffing the Center/Supporting quality curriculum	Ch. 9 & 11	
14	5/28	Providing for Personal and Professional Staff Development / Evaluating Center	Ch. 15	Survey the center with your comments
15	6/4	Group project presentation		Presentation
Last Day to Request Grade Incomplete “I” is Friday of 15 <sup>th</sup> Week				
16	6/11	Final		

## I. Assignments

Attendance & Participation

Chapter summary: Students submit a summary according to the assigned chapters.

Group project: Students will design the center and present their own agenda fit in Title 22.

Presentation: At the end of the semester, students will have an opportunity to present for 15 minutes in a small group.

## J. Evaluation/Assessment Rationale for Grade Determination

### 1. Grade Assessment

#### Requirements

Attendance

Class Preparation and Participation:

Assignment paper & Critics:

#### Points

15

15

40

Summary details –20%



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	Contents analysis – 50%	
	Critiques & Specific suggestions – 30%	
Group project:		30
	Contents - 50%	
	Cooperation -30%	
	Presentation – 20%	
<b>Total</b>		<b>100</b>

## 2. Grade definition

- A Excellent
- B Good
- C Satisfactory
- D Poor
- F Failure

## 3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

## K. Course Policies

### 4. Attendance, Preparation, and Participation:

Three or more truanancies (absences) will cause to failing the class. Tardy twice will be counted as



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one absence.

Cell phones or other electronic devices should be turned off or silent mode so students can study without interruption.

Any student interrupts the class will be 1) warned and then 2) asked to leave the room, 3) and finally the grades will be affected.

## 5. Deadlines:

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. on the last day of the semester.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the semester due to an avoidable situation such as a serious illness. In such cases, students must provide any type of valid evidence of their condition.

After a semester has ended it is no longer possible to request an incomplete.

Incomplete must be approved by the Academic Affairs Office. To apply for incomplete, students must fill out an incomplete-grade-request form and submit it to the office by June 9, 2015.

After receiving approval from the office, the student must then obtain approval from his/her instructor.

## 6. Advance Assistance:

[Click here to enter text.](#)

## 7. Assignment Options:

When the class need to be cancelled for the reasonable causes such as games or any other pre-arranged affairs, students shall be assigned for the reading instead.

Students need to submit the game schedules along with coach's contact information by the second week of semester. (March 5, 2015)

## 8. Make up work:

When students miss the class for the reasonable cause, an assignment can be granted according to the proper procedure.

## 9. Extra-credit work:

Extra credit shall be allowed when students work out for the recommended reading.



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10. Emergency procedures:

When students have an emergency case, they need to inform the instructor through the school office.

In that case, the instructor will assign reading and the student must submit the assignment along with valid evidence of his/her condition the following week. .

11. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else's ideas, arguments or other original material without acknowledging the source.  
Click here to enter text.

**L. Support Services**

Click here to enter text.

**M. Bibliography**

Click here to enter text.