



CDE-126: ADMINISTRATION I: PROGRAMS IN EARLY CHILDHOOD EDUCATION

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

Discipline

CDE - Child Development & Education

Course Number

126

Course Title

Administration I: Programs in Early Childhood Education

Short Title

Admin I Prog ECE

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to introduce students and administrators in Early Childhood Education to the principles of organizing and administering programs. Emphasis is placed on developing a program philosophy, as well as considering budgeting and staffing issues, and compliance with state regulations. This course meets Title 22 licensing regulations for center directors and it applies towards the Child Development Site Supervisor and Program Director Permits issued by the California Commission on Teacher Credentialing.

Attach Supporting Documents

Permit_Matrix_12-2018.pdf

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-101 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

CDE-103, CDE-110, and CDE-125.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.



Codes

TOP Code (CB 03)

1305.80* - *Child Development Administration and Management

CIP Code

19.0708 - Child Care and Support Services Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Explain the roles and responsibilities of a director of a center designed for young children.
2. Demonstrate knowledge of compliance with Title 5 and Title 22 licensing standards for childcare and education programs
3. Compare and contrast various program structures, philosophies and curriculum models.
4. Develop strategies to ensure equity and respect for children, families, staff and colleagues.
5. Summarize systems and methods to support sound fiscal operations in a variety of ECE settings.
6. Assess various methods and tools of evaluation of the environment, programming and staff.
7. Evaluate effective policies and strategies for staffing and scheduling teaching and support staff in the center.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

- Apply administration skills in various types of early care and education programs.
- Students will develop a fiscally responsible operating budget for childcare center
- Students will identify and differentiate Title 5 and Title 22 regulations regarding ratios and staff qualifications
- Students will advance probing questions about a common text or other object of study.

Program Learning Outcomes

Learning Outcome

- Become permit and/or transfer eligible and thus prepared to enter the workforce.
- Demonstrate a commitment to lifelong learning including personal and professional development and responsibility.
- Demonstrate professionalism based upon the NAEYC Code of Ethics.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

A. Responsibilities of Administrator

1. Policies, procedures, and handbooks
2. Working with boards, and diverse families and communities.
3. Staffing and scheduling
 - a. Promoting a professional and stable workforce
4. Hiring, review, retention, and evaluation
 - a. bias in hiring by gender, ability, language, race or cultural background
 - a. rights of employees
 - b. effective orientations
 - c. avoiding burnout
 - d. Evaluate teacher assessments for bias, fairness, and cultural responsiveness.
5. Use of technology
6. Advocacy and public policy
 - a. foster a learning community among administrators and staff regarding equity issues
7. Strategic Planning
 - a. Start#up
 - b. Needs assessment
 - c. Marketing
8. Finances
 - a. Budget and Record keeping
 - b. Fundraising and grant writing

B. Regulations

1. Title 22, Title 5, Education Code
2. Mandating reporting
3. Health and safety codes
4. ADA
5. IDEA
6. Accreditation
7. Food services
8. Emergency preparedness

C. Program Development

1. Mission, philosophy, values
2. Ethics and Ethical Leadership
3. Culture and climate of the program
4. Marketing
5. Program models
6. Diversity and inclusion
 - a. Exploring the Benefits of Classroom Diversity and Inclusion
 - b. Balance related to SES, race, ethnicity, and gender in classroom composition
7. Comprehensive family engagement
 - a. effective communication and family relationship skills
8. Accessibility of quality programs for all children

D. Managing the environment

1. Facilities
 - a. Accessibility
2. Developmentally and culturally appropriate curriculum
3. Routines and schedules
4. Program evaluation tools.

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- a. Evaluate program assessments for bias, fairness, and cultural responsiveness.

Methods of Instruction

Method

Discussion

Integration

Large and small group discussions are used to evaluate and review concepts including administrator responsibilities, regulations, program support and development, and appropriate responsibilities and qualifications of teachers and support staff

DE Adaptations for MOI

Weekly large and small group discussion boards will be utilized on the CMS to allow the instructor and students to connect textbook readings, lecture material, videos, and research to evaluate and review concepts including administrator responsibilities, regulations, program support and development, and appropriate responsibilities and qualifications of teachers and support staff.

Method

Lecture

Integration

Lecture and audio-visual presentations examining the different types of early childhood education programs, the roles and responsibilities of the director, and Title 5/Title 22 licensing standards

DE Adaptations for MOI

Lectures will be provided through links on the CMS using instructor prepared web-based lectures, links to accessible audio-video materials, and links to reference sites common to Administration and Supervision in the field of Child Development

Method

Activity

Integration

Quizzes will be reviewed to assess learning and to solidify key concepts regarding the role and responsibilities of program administration.

DE Adaptations for MOI

Using the Course Management System (CMS), students will receive real-time feedback on all quizzes in order to assess learning and to solidify key concepts regarding the role and responsibilities of program administration.

Method

Role Playing/Simulation

Integration

Students will role-play director/ parent scenarios in order to understand effective communication and family relationship skills

DE Adaptations for MOI

Students will be placed in online groups where they will role-play director/ parent scenarios in order to understand effective communication and family relationship skills using the CMS, Zoom, or other accessible online collaboration tools.

Method

Visiting Lecturers

Integration

Guest speaker presentations by experienced program administrators to enhance student understanding of the roles and responsibilities of a program director.



DE Adaptations for MOI

Visiting Lecturers will be presented using prepared web-based lectures, or live zoom lectures with recordings, for those who need to view them on the CMS at a later date. These web-based lectures will be accessed in the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams/Tests comprised of multiple-choice, short answer, or essay questions will be used to determine whether or not the student comprehends the various types of early childhood education programs, the roles and responsibilities of the director, and Title 5 and Title 22 licensing standards.

DE Adaptations for MOE

Exams/Tests will be taken online using the Course Management System. Quizzes comprised of multiple-choice, short answer, or essay questions requiring students to demonstrate appropriate understanding of the various types of early childhood education programs, the roles and responsibilities of the director, and Title 5 and Title 22 licensing standards. A comprehensive final exam that emphasizes short answer/essay/project application questions requiring students to demonstrate understanding of concepts and issues in the administration of an early childhood education and care program. Exams will be graded on the CMS within 1 week of the due date of the exam. Correct responses will be provided.

Method

Projects

Integration

Projects will be completed in which students will be evaluated on their understanding of licensing regulations as they relate to program planning, staffing, management, and facility planning.

DE Adaptations for MOE

Projects will be completed in which students will be evaluated on their understanding of licensing regulations as they relate to program planning, staffing, management, and facilities. These projects will be completed and submitted online to the CMS via Discussion Forums, Journals, Blogs, Wikis, Writing Assignments, or Voice Threads. Projects will be graded within 1 week of the assigned due date using a grading rubric on the CMS.

Method

Research Projects

Integration

Students will be evaluated on their ability to do internet research assignments connecting to websites that provide program directors with licensing requirements and resources for the families they serve.

DE Adaptations for MOE

Students will be evaluated on their ability to do internet research homework assignments connecting to websites that provide program directors with licensing requirements and resources for the families they serve. These assignments will be submitted on the CMS and graded online within 1 week of the assigned due date. Instructor comments will be included.

Assignments

Assignment Type

Other



In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Complete weekly practice quizzes at the end of class which will assess the understanding of the current course material. These quizzes will cover the weekly topics from the textbook reading and Title 5 and Title 22 licensing regulations.

How assignment will be adapted in online format

Complete weekly practice quizzes online through the CMS which will assess the understanding of the current course material. These quizzes will cover the weekly topics from the textbook reading and Title 5 and Title 22 licensing regulations. These quizzes will be graded through the CMS and the you will receive feedback on incorrect responses.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Shadow and interview a director of an early childhood educational program. Submit the questions and answers to the interview questions and use them and the observation of the director to analyze the director's management style and your understanding of the roles and responsibilities of a program director in a written paper.

How assignment will be adapted in online format

Shadow and interview a director of an early childhood educational program. Submit the questions and answers to the interview questions and use them and the observation of the director to analyze the director's management style and your understanding of the roles and responsibilities of a program director in a written paper. This will be submitted through the CMS. This paper will be graded in the CMS grading area and the you will receive feedback in the comments area and on the paper. This will be graded within 1 week of the assignment due date.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will be given a scenario of a child development center including salaries and expenses. Use this scenario to create a child care center budget and compute the total expenses and the monthly tuition needed to break even.

How assignment will be adapted in online format

You will be given a scenario of a child development center including salaries and expenses. Use this scenario to create a child care center budget and will compute the total expenses and the monthly tuition needed to break even. This will be submitted via the CMS and will be graded in the CMS grading area within one week of submission.



Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read assigned textbook information regarding management theories and processes in the management of an early childhood program. Reflect on this reading by identifying management theories and connecting this new information with their current understanding of developmental theories. You will discuss this reading in class with classmates and receive additional information on the connection of these theories through instructor feedback during this discussion.

How assignment will be adapted in online format

Read assigned textbook information from the required textbook regarding management theories and processes in the management of an early childhood program. Reflect on this reading by identifying management theories and connecting this new information with their current understanding of developmental theories. Submit this reflection on the CMS on a discussion forum and you will receive feedback and additional information on the connection of these theories from the instructor on the forum and in the grading area within one week of the assigned due date.

Course Materials**Textbooks**

Adams, S. (2022). Developing and Administering an Early Childhood Education Program, 10/E Cengage. ISBN-13: 978-0357513200

Other Resources

Title 22 Licensing Regulations/ Childcare <https://www.cdss.ca.gov/inforesources/letters-regulations/legislation-and-regulations/community-care-licensing-regulations/child-care>

And

Title 5 Code for Education Chapter 19. Early Learning and Care Programs
<https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=%28sc.Default%29>

And

Bloom, P.J. (2011). Program Administration Scale (PAS) (2nd edition)
ISBN: 9780807752456

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course will include discussions of diversity and equity in the hiring and staffing of the program. This course will include discussions of diversity and equality to identify strategies that can be used to ensure equality and respect for children, families, staff, and colleagues in an early childhood education program. Discussions of different biases in the early care setting will be included

to examine societal issues and challenges that impact young children and the early childhood education system. Accessibility of

programs and facilities to all children and families will be researched and analyzed. The course will highlight diverse curriculum and equity in both program and staff evaluations.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course will use videos and case studies reflecting diverse experiences which will allow students to see themselves in the material. Students will have the opportunity to complete many assignments based on their preferred representational styles in alignment with UDL. For example, students will be able to present many discussion responses in written format or Video. Students will be encouraged to work with their peers to obtain a diverse understanding of the course material. Students will be able to share personal stories in their educational and professional journeys into the field of early care and education

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms in the online course or small groups in class so that students will have frequent opportunities to engage in peer-to-peer discussions and activities. These are designed to foster community and encourage students to exchange ideas on the concepts of administration and supervision as they are presented in the course.

There will be opportunities in class and in discussion forums to reflect on specific aspects of leadership and management practice and to explore practical solutions to the issues that directors experience in the day-to-day operations of a child development program. In the online course, students will be required to continue discussions or comment on their group members' presentations. Small group projects will also be required in both course formats. Students will be placed in groups in class or on the CMS where they will be able to practice job interviewing skills, There will be a Q and A forum on the CMS where students can dialogue about the course, answer questions, and help one another.

Explain how the course will incorporate instructor-to-student interaction.

Using the discussions or announcements in the CMS the instructor will:

- send a pre-course welcome letter
- send assignment submission reminders via email or the CMS grade book
- provide timely feedback (within 1 week of assigned due date) on assignments, learning journals, or other reflective activities
- send course updates, fun facts, etc. through social media
- participate in discussion forums with the students
- send frequent announcements to offer instruction or additional support
- provide online or telephone assistance during office hours
- work with small groups of students assigned to help teach portions of the course through peer to peer teaching

The instructor will interact with the students each week through in-class or online discussions.

For example, accessible instructor-created lecture materials addressing course concepts such as budgeting and staffing issues, and compliance with state regulations will be available using the CMS. Feedback will be provided to students from the instructor in class or through the CMS discussion board and grade book features.

Explain how the course will incorporate student-to-content interaction.

Students will access a variety of ADA-compliant course materials such as assigned readings, PowerPoint presentations, videos, and audio lecture materials, linked or embedded multimedia content, and student-curated material.

Using the discussions in the CMS, or in break-out groups, students will be asked to respond to initial prompts related to the topics in the COR. These discussions will introduce the course learning concepts and connect the students' prior knowledge with the information presented in the course readings and lectures. Students will learn from their own connections with the course content and will expand on that learning by reading and responding to their classmates' new understanding of the course material.

Students will be given case studies or scenarios in the CMS or in the classroom where they will illustrate their understanding of management styles through connecting the scenarios with assigned reading in management theory. This will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments. They are asked to reflect on their struggles and strengths in both leadership and management and assess what type of support they require to move forward with their goals.

Students will also evaluate themselves in relation to the Program Administration Scale. To combat bias in any self-reflection students will be asked about their ideal leadership style (who would you like to be as a leader?) before rating their actual leadership style (what type of leader are you at this moment? Through readings, lectures, activities, and discussions, we encourage students to discover the traits of inclusive leaders and explore any unconscious personal biases that are affecting their ability to succeed as effective leaders. These self-reflections can be applied in a childcare setting by giving the student experience in connecting their new understanding of effective and appropriate management and leadership strategies in their professional environment. This would allow students to



identify their strengths and challenges in leadership and to formulate appropriate strategies to interact with diverse children, families, and staff in their early childhood programs.

Key: 765