



CDE-128: ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION

Effective Term

Fall 2023

BOT Approval Date

03/10/2022

Discipline

CDE - Child Development & Education

Course Number

128

Course Title

Administration II: Personnel and Leadership in Early Childhood Education

Short Title

Admin II: Pers & Lead in 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 provides in-depth study of the components of high-quality early childhood programs and of the director's role in developing and administering such programs. Emphasis is placed on personnel policies, working with parents, the development of leadership skills, fiscal operations, and the effects of current trends and legislation on early childhood programs. This course meets Title 22 requirements for center directors and it applies toward the Child Development Site Supervisor and Program Director Permits.

Attach Supporting Documents

cd-matrix.pdf

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

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

CDE-126 (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. Evaluate the factors needed to create a diverse and inclusive environment.
2. Identify components of hiring practices, observation and evaluation practices of staff.
3. Describe the legal requirements and ethical responsibilities of administering an early care and education program.
4. Formulate strategies for adequate compensation and professional growth opportunities in programs.
5. Evaluate the needs and interests of staff to develop responsive professional training opportunities.
6. Summarize essential practices for collaboration with diverse staff, families and community.
7. Design a philosophical framework incorporating the various aspects of high quality programming that includes the importance of professional integrity and confidentiality.
8. Analyze and interpret current trends and legislation affecting early childhood programs
9. Identify the components of high quality early childhood programs and apply to aspects of program development (including, but not limited to, planning, organizing, managing resources, managing space, child and program evaluations and staffing issues)
10. Articulate the importance of professional integrity and confidentiality.
11. Examine the administrator's responsibilities related to relationship based practices, including professionalism, ethics and advocacy.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Demonstrate effective practices for managing and leading staff and administering early care and education programs.
2. Implement ongoing professional development plans based on evaluation of staff and administrator needs.
3. Evaluate professional relationships and collaboration and communication between colleagues, families, and stakeholders.

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.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

A. Administrator Responsibilities

1. Legal requirements and responsibilities
2. Ethics – Professional behaviors
 - a. NAEYC Code of Ethics
3. Reflective Practice
4. Time Management
5. Working with diverse colleagues and families
 - a. Creating a diverse and inclusive environment
 - b. Collaborate in partnership with families in a culturally appropriate and responsive manner
- b. Team building strategies
- c. Establishing professional relationships and boundaries
- d. Communication Strategies for Equity, Diversity, and Inclusion
- e. Dealing with conflict
- f. Relationship-based practices
6. Working with stakeholders
 - a. Boards (i.e. Parents, Governing, Advisory)
 - b. Community agencies
 - c. Other professionals who support the field
 - d. Seeking and incorporating new ideas

B. Hiring, Evaluation, and Termination

1. Effective Job descriptions
 - a. Recruiting educators and leaders who reflect diversity in race, culture, and gender
3. Hiring and termination procedures
 - a. Employing staff who speak the languages of the children and families served
4. Observations and evaluations
 - a. Formal and informal
 - b. Use of evaluation
5. Compensation and benefits
 - a. Wage disparities for early childhood educators of color
 - b. Cost and quality of childcare
6. Payroll procedures
7. Personnel handbook
 - a. Equitable policies

C. Leadership and Professional Development

1. Development of staff and administrators
 - a. establishing learning communities among administrators, faculty, and staff
 - b. embracing a diverse team
 - c. Support collaborative efforts among the staff
2. Modeling and coaching
 - a. Using Mentors

3. Cultivating leaders
 - a. Ensuring diversity in leadership
4. Leadership styles
 - a. How culture affects leadership
 - b - authoritarian versus authoritative leadership
 - c - using extrinsic motivation versus intrinsic motivation with staff
 - d. organizational leadership theory
5. Confidentiality
6. Setting priorities between home and work
 - a. Self-care
7. Professional memberships and advocacy
 - a. NAEYC
 - b. Professional Standards and Competencies for Early Childhood Educators
 - c. Working collectively with others who are committed to equity
 - d. Child Care Inequities
 - e. Developing an Advocacy Voice
8. Developing Habits of Mind
 - a. Thinking and communicating with clarity and precision
 - b. Questioning and posing problems
 - c. Exercise reflective thought

Methods of Instruction

Method

Discussion

Integration

Students will participate in large and small group discussions will be used to analyze components of high-quality programs and develop program policy and parent handbooks.

DE Adaptations for MOI

Weekly large and small group discussion boards will be used to analyze components of high-quality programs and develop program policy and parent handbooks within the CMS. The CMS can be used to facilitate instructor-to-student and student-to-student interaction. Accessible virtual meeting technology breakout rooms can be used to facilitate synchronous discussion.

Method

Lecture

Integration

Lecture and audio-visual presentations will examine the principals of organizing, administrating and advocating for high-quality early childhood programs. Lectures will introduce students to concepts including effective practices for managing and leading staff and administering early care and education programs, Implementing ongoing professional development plans, and the importance of professional relationships and collaboration and communication between colleagues, families, and stakeholders.

DE Adaptations for MOI

Online lectures and accessible audio-visual presentations will examine the principles of organizing, administrating, and advocating for high-quality early childhood programs. Lectures will introduce students to concepts including effective practices for managing and leading staff and administering early care and education programs, Implementing ongoing professional development plans, and the importance of professional relationships and collaboration and communication between colleagues, families, and stakeholders. Lectures will be accomplished using instructor-prepared web-based lectures, instructor-prepared PowerPoints, links to appropriate and accessible (closed-captioned) audio-video materials, and links to accessible reference sites common to Administration and Supervision in the field of Child Development via the CMS.

Method

Role Playing/Simulation

Integration

Role-playing will be used to develop effective communication skills for managing change, enhancing staff teambuilding, resolving conflict, and for creating partnerships with families.

DE Adaptations for MOI

Role-Playing/Simulation - Students will be placed in online groups and given access to Discussion Boards and Wikis within the CMS in order to develop effective communication skills for managing change, enhancing staff team-building, resolving conflict, and creating partnerships with families. Example: Students could facilitate a parent-teacher conference or a teacher-to-teacher meeting to arbitrate a conflict. Students could meet in breakout rooms using accessible virtual meeting technologies to participate in or to observe and comment on these role-play- simulations.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will be observed and evaluated on the students' understanding of the principles of organizing, administrating, and advocating for high-quality early childhood programs as they participate in large and small group in-class activities. The students will keep an in-class journal with reflection on what they have learned and how they will use these new concepts when managing an early childhood program. The instructor will read and comment on these concepts and the student will be graded based on their ability to illustrate their understanding of the concepts presented in the class session.

DE Adaptations for MOE

Students will be evaluated on their weekly discussion board responses which will illustrate their understanding of the principles of organizing, administrating, and advocating for high-quality early childhood programs. Students will research and discuss the importance of relationship-based practices, and ethical standards within the management of early childhood programs. Students may also participate by utilizing blogs or journals within the CMS.

The instructor will give feedback while participating in the discussion by responding to the students' responses, asking clarifying questions, and by including comments in the grading area within a week of the close of the discussion or activity.

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 processes and strategies involved in administrating and managing high quality early childhood programs (including knowledge of personnel policies, working with parents, the development of leadership skills, and the effects of current trends and legislation)

DE Adaptations for MOE

Online exams and quizzes will be given and submitted via the CMS that will demonstrate the students' abilities to understand the processes and strategies involved in administrating and managing high-quality early childhood programs (including knowledge of personnel policies, working with parents, the development of leadership skills, and the effects of current trends and legislation). The instructor will provide correct responses, comments, and grades within one week of the due date of these exams.

Method

Projects

Integration

Projects will be assigned that will assess the Students' understanding of high-quality policies and procedures when developing parent and staff handbooks. These projects will be evaluated on the students' ability to develop high-quality policies and procedures



when developing parent and staff handbooks. These projects will reflect equitable policies and will involve students observing or interviewing program directors and/or community members in advocacy roles.

DE Adaptations for MOE

Students will turn in online projects via the CMS. These projects will be evaluated on the students' ability to develop high-quality policies and procedures when developing parent and staff handbooks. These projects will reflect equitable policies and will involve students observing or interviewing program directors and/or community members in advocacy roles. Projects will be graded on the CMS within one week of the due date. Students will receive feedback in the grading area of the CMS.

Method

Papers

Integration

Students will demonstrate their understanding of a developmentally and culturally appropriate philosophy of administration through a written philosophy of education paper. This paper will assess their understanding of the course concepts as they apply to the administration of an early care program.

DE Adaptations for MOE

Students will demonstrate their understanding of a developmentally and culturally appropriate philosophy of administration through a written philosophy of education paper that will be submitted via the CMS. This paper will assess their understanding of the course concepts as they apply to the administration of an early care program. The student will receive a grade and feedback from the instructor in the grading area of the CMS within one week of the assignment due date.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Participate in group discussions during class time reflecting on the childcare practices observed in their current programs for developmental and cultural appropriateness.

How assignment will be adapted in online format

Participate in online group discussions of the childcare practices observed in their current programs for developmental and cultural appropriateness. These discussions will be conducted asynchronously on the CMS or may be conducted synchronously in accessible virtual meeting technologies break-out rooms.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

A philosophy paper will be submitted in class explaining your understanding of developmentally and culturally appropriate administration practices that support the diverse needs of children, families, staff, and the community.



How assignment will be adapted in online format

Philosophy paper will be submitted on the CMS explaining your understanding of developmentally and culturally appropriate administration practices that support the diverse needs of children, families, staff, and the community. You will receive instructor feedback in the grading area of the CMS with a week of the assignment due date.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read several articles in peer-reviewed educational journals about relationship-based care and its impact on children, families, and staff. Locate and review these articles on relationships on www.NAEYC.org which is a nationally recognized resource for early childhood educators.

How assignment will be adapted in online format

Read several accessible articles, available on the CMS in peer-reviewed educational journals about relationship-based care and its impact on children, families, and staff. Locate and review these articles on relationships on www.NAEYC.org which is a nationally recognized resource for early childhood educators. A link to this resource will be placed within the CMS.

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>

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

And

Carter, M. (2020). The Visionary Director 3rd Edition. Redleaf. ISBN-13: 978-1605547282

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 professional development surrounding issues of diversity and inclusion. Professional development plans would include a topic on identifying staff professional biases. 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. The course will highlight the inclusion of diversity and equitable practices in program relationships and administrative philosophy.

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 accessible virtual meeting technologies 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. In all of these interactions, students will be encouraged to share their diverse perspectives of leadership, including challenges and personal experiences in the field of early care and education.

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
- 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

Discussions of course concepts including appropriate personnel policies, working with parents, the development of leadership skills, fiscal operations, and the effects of current trends and legislation on early childhood programs will be included on the CMS or in the classroom with interactions between the students and the instructor.

All discussions and learning activities will include feedback from the instructor, either during the activity or in the grading area to clarify concepts or to acknowledge the learning that is occurring in each area.

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.

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