

CHDVC252 : Administration II: Personnel and Leadership in Early Childhood Education

General Information

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Course Code (CB01) :	CHDVC252
Course Title (CB02) :	Administration II: Personnel and Leadership in Early Childhood Education
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000113089
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	09/27/2010
Course Description:	This course presents effective strategies for personnel management and leadership in early care and education settings. The course includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. Students are required to observe licensed or license-exempt programs in their community.
Submission Type:	Mandatory Revision This is a cyclical revision. Course description, methods of instruction/evaluation, SLOs, topical outline, and textbook were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Child Development Site Supervisor-

Certificate of Achievement

Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Course Non Credit Category (CB22)

Non-Credit Characteristic

Credit - Degree Applicable

Credit Course.

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

CHDVC251 - Administration I: Programs in Early Childhood Education

CHDV C252 is the capstone class for the CHDV Site Supervisor Permit. Child Development program administrators are managers responsible for providing oversight for all program operations, as well as leadership in child development and the greater community. The course includes legal requirements of the California Department of Social Services, Title 22 licensing and California Department of Education, Child Development Division, Title 5 code requirements and the myriad budget and business management skills attained in CHDV C251

Outcomes

- Apply administrative skills in various types of early care and education programs.
- Demonstrate knowledge of strategic and fiscal planning.
- Evaluate components of quality programs, facilities, and operations.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation. **Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C252 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C252 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Evaluate the style of one's own writing and the writing of others and self-correct for greater clarity and directness.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Discussion

Rationale

Weekly discussion topics provide students the opportunity to apply principles of management, explore program philosophies, and strategies to administrate a diverse and inclusive early childhood program.

Methods of Instruction

Group Work

Rationale

Write interview questions for a Teacher position, and then conduct mock interviews.

Methods of Instruction

Lecture

Rationale

Lectures and videos provide students with relevant, up to date information in the area of administrating early childhood programs.

Methods of Instruction

Outside reading

Rationale

Students are provided with outside readings and are required to become familiar with regulations (Title 22 and Title 5), as well as with laws (i.e. labor laws).
Example: *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education* (http://sales.naeyc.org/Itemdetail.aspx?Stock_No=9900&Category=); NAEYC Publishers

Methods of Instruction

Job Shadowing

Rationale

Students arrange to shadow (observe and interview) a director/administrator of an early childhood program for a day.

Methods of Instruction

Project-based learning

Rationale

Create a program handbook containing policies and procedures that are representative of a diverse and inclusive program.

Methods of Instruction

Informational Interviews

Rationale

Interview families who have children attending early childhood programs to explore the family's perspective on how interactions, policies, and practices relate to program-home relationships.

Methods of Instruction

Instruction through examination or quizzing

Rationale

Quizzes and exam questions assess understanding and application of concepts throughout the semester. Example: Being an advocate for children may include:
a. displaying children's work

- b. staying current on local, state, and national early childhood initiatives
- c. ensuring policies and procedures reflect dignity and respect
- d. all of the above

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics. Example: *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education* (http://sales.naeyc.org/Itemdetail.aspx?Stock_No=9900&Category=); NAEYC Publishers

Writing assignment. For example: **Develop mission, vision, and goal statements for a child development center.**

Text reflections. For example: **Identify five strategies an administrator might use to develop and support a team.**

Observation of programs. For example: **Observe and interview a supervisor or administrator in a child development center.**

Exams related to course subject matter. Example: **Why is it important to understand and use the NAEYC Code of Ethical Conduct:**

- a. The code can help professionals make decisions based on what is right rather than what is popular, expedient, or easy.
- b. It represents the most current practices this field espouses.
- c. The code provides a professional with rules for appropriate conduct.
- d. Teaching is a complex profession: any tools that this national organization provides will prove useful.

Methods of Evaluation

Rationale

Tests	Exams related to course subject matter. Example: Scenario: A child's parents have been having relationship challenges, and the father has come into your office requesting that you not allow the child to go home with the mother as he's filing for sole custody and he is afraid she will pick him up and "run". Both parents are on the enrollment paperwork. Describe how you would respond to this ethical dilemma, and use the NAEYC Code of Ethical Conduct to support your statements.
Project	Small group project. For example: Create a presentation on the cycle of evaluation and planning.
Project	Analysis of observations and interviews of program administrators. For example, observe and interview a supervisor or administrator in a child development center about maintaining a climate of trust and candor.
Research Paper	Research paper. For example, research resources available to support administrators, such as Center on Social Emotional Foundations for Early Learning (CSEFEL), California Department of Social Services/Community Care Licensing (CDSS/CCL), California Department of Education/Child Development (CDE/CD), and California Preschool Instructional Network (CPIN).
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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These are the basic texts that are commonly used state wide. The information is still relevant for

current practices so there is not a need yet for an update.

Carter, M. & Curtis, D. (2010) The visionary director: A handbook for dreaming, organizing, and improvising in your center, , Redleaf Press

Baker, A.C. & Manfredi-Petitt, L. A. (2004) Relationships, the heart of quality care: Creating community among adults in early care settings, , NAEYC

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Evaluate the factors needed to create a diverse and inclusive environment.

Identify components of hiring, observation, and evaluation practices of staff.

Describe the legal requirements and responsibilities of administering an early care and education program.

Formulate strategies for compensation and professional growth opportunities in programs.

Connect staff needs to professional development and opportunities.

Summarize essential practices for collaboration with staff, families, and communities.

Articulate the importance of professional integrity and confidentiality.

CSLOs

Identify effective practices for managing and leading staff and administering early care and education programs.

Expected SLO Performance: 70.0

<i>Child Development</i> Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
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<i>ISLOs</i> Core ISLOs	Students who are completing a program will be prepared to engage in responsible citizenship at various levels.
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Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Expected SLO Performance: 70.0

<i>Child Development</i> Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
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Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Expected SLO Performance: 70.0

<i>Child Development</i> Child Development Site Supervisor Certificate of Achievement	4. Design appropriate strategies and program policies in compliance with California state laws and regulations that guide the administration of respectful and responsive quality care and education programs.
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<i>ISLOs</i> Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly
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Outline

Course Outline

A. Administrator Responsibilities

1. Legal requirements and responsibilities
2. Ethics and professional behaviors
3. Reflective practice
4. Time management
5. Working with colleagues and families
 - a. Creating a diverse and inclusive environment
 - b. Team building strategies
 - c. Establishing professional relationships and boundaries
 - d. Communication strategies
 - e. Dealing with conflict
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. Job descriptions
2. Hiring and termination procedures
3. Observations and evaluations
 - a. Formal and informal
 - b. Use of evaluation
4. Compensation and benefits
5. Payroll procedures
6. Personnel handbook

C. Leadership and Professional Development

1. Development of staff and administrators
2. Modeling and coaching
3. Cultivating leaders
4. Leadership styles
5. Confidentiality
6. Setting priorities between home and work
7. Professional memberships and advocacy

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 252 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no