

CDE 225: ADVANCED ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN

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Formerly known as:

ECE 025 (or if cross-listed - inactivated courses associated with this course)

Originator

maavalos

Co-Contributor(s)**Name(s)**

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Justification / Rationale

Course number has changed in order to provide students with a more comprehensive way of managing courses within program.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

225

Full Course Title

Advanced Administration of Programs for Young Children

Short Title

ADV ADM-PRO-YNG CHILDREN

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Schedule Description

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Prerequisite: CDE 224

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 224

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Bruno, Holly Elissa

Title

What you Need to Lead an Early Childhood Program

Edition

1st

City

Washington, DC

Publisher

National Association for the Education of Young Children

Year

2012

College Level

Yes

Flesch-Kincaid Level

13

ISBN #

9781928896807

Resource Type

Periodical

Author

Neugebauer, Roger

Title

Exchange

Publisher

Exchange Journal

Year

2012

Class Size Maximum

35

Entrance Skills

Student will be required to understand community care licensing regulations and basic operations of a child care center.

Requisite Course Objectives

CDE 224-Compare and contrast various program structures, philosophies, and curriculum models.

CDE 224-Demonstrate knowledge of compliance with regulatory systems.

CDE 224-Examine effective policies and procedures for staffing and scheduling.

Course Content**A. Administrator Responsibilities**

1. Legal requirements and responsibilities
2. Ethics – 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

Course Objectives

Objectives	
Objective 1	Evaluate the factors needed to create a diverse and inclusive environment.
Objective 2	Identify components of hiring practices, observation and evaluation of staff.
Objective 3	Describe the legal requirements and responsibilities of administering an early care and education program.
Objective 4	Formulate strategies for compensation and professional growth opportunities in programs.
Objective 5	Articulate the importance of professional integrity and confidentiality.
Objective 6	Connect staff needs to professional development and opportunities.
Objective 7	Summarize essential practices for collaboration with staff, families and community.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.
Outcome 2	Demonstrate effective practices for managing and leading staff and administering early care and education programs.
Outcome 3	Create a comprehensive professional development plan based on evaluation of staff and administrator needs.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Demonstrate collaboration among early childhood practitioners
Observation	Introduce videos, vignettes, invite guest speakers
Lecture	Apply a variety of teaching modalities in order to accommodate students' various learning needs and interests
Journal	Provoke critical thinking by analyzing, reflecting, and researching course content in-depth
Discussion	Create a culture of reflective discussion group activities
Demonstration, Repetition/Practice	Introduce, model, and implement best teaching and ethical practices

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write at least two essays, one will be about ethical dilemmas in the field of early care and education and the other will be about leadership skills.	Out of Class Only
Other	a. Interviews with business leaders b. Community Learning Group projects c. Reflective journals	Out of Class Only
Product/project development evaluation	Students will compile a comprehensive research and analysis on code of ethics and conduct	In and Out of Class
Presentations/student demonstration observations	Students will align presentations' information into analysis and report to class	In Class Only
Guided/unguided journals	Students will reflect upon ethical dilemmas leaders face	In Class Only

Assignments

Other In-class Assignments

1. Cooperative learning groups
2. Guest presentations
3. Reflective journals

Other Out-of-class Assignments

1. Community learning group projects (approximately 32 hours)
2. Reading text and other articles and composing reflective journal entries (approximately 32 hours)
3. Interviews with business leaders, and writing follow up summary reports (approximately 30 hours)
4. Research newspaper or journal articles and provide summaries to the class. (approximately 10 hours)

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Orientation to the LMS. Field trips, group work in collaborative teams.

Instructional Materials and Resources**Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Timely feedback and return of student work as specified in the syllabus
Discussion forums with substantive instructor participation
Chat room/instant messaging
Regular virtual office hours
Private messages
Online quizzes and examinations
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail
USPS mail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Field trips
Orientation, study, and/or review sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Faculty will utilize different modalities to maintain effective contact with course. For example, sending emails, posting announcements and conducting video conference meetings as needed for either entire class or individual ones.

Other Information

MIS Course Data

CIP Code

19.0708 - Child Care and Support Services Management.

TOP Code

130580 - Child Development Administration and Management

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

Approvals

Curriculum Committee Approval Date

10/01/2019

Academic Senate Approval Date

10/10/2019

Board of Trustees Approval Date

11/13/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609924

Programs referencing this courseEarly Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)