CFS 271 - Supervision & Administration of Early Childhood Programs II Course Outline

Approval Date: 03/10/2022
Effective Date: 08/12/2022

SECTION A

Unique ID Number	CCC000577012
Discipline(s)	Child Development/
Division	Career Education and Workforce Development
Subject Area	Child Family Studies
Subject Code	CFS
Course Number	271
Course Title	Supervision & Administration of Early Childhood Programs II
TOP Code/SAM Code	1305.80 - Child Development* / B - Advance Occupational
Rationale for adding this course to the curriculum	Update course and align with course alignment extension project with CDTC, state organization.
Units	3
Cross List	*N/A*
Typical Course Weeks	18
Total Instructional Hours	

Contact Hours

Lecture	54.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	108.00

Total Contact Hours	54
Total Student Hours	162
Open Entry/Open Exit	No
Maximum Enrollment	25
Grading Option	Letter Grade or P/NP

Distance Education Mode of Instruction	On-Campus
	Hybrid
	Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

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

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- CFS 270

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Demonstrate effective practices for managing and leading staff and administering early care and education programs.
B. Implement ongoing professional development plans based on evaluation of staff and administrator needs.
C. Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Evaluate the factors needed to create a diverse and inclusive environment.
B. Describe the legal requirements and responsibilities of administering an early care and education program.
C. Identify components of hiring practices, observation and evaluation practices of staff.
D. Formulate strategies for compensation and professional growth opportunities in programs.
E. Connect staff needs to professional development and opportunities.
F. Summarize essential practices for collaboration with staff, families and community.
G. Articulate the importance of professional integrity and confidentiality.
H.

3. 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

4. Methods of Instruction:
   Activity: Group activities on questions in class
   Discussion: Discussion on topics in course.
   Lecture: Lecture used on some topics.
   Online Adaptation: Discussion, Journal
   Explain how the online adaptation of the methods of instruction aligns with the course outcomes: Group activities will be moved to either discussions or journal assignments.

2. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.
Typical classroom assessment techniques
   Quizzes -- Short answer and/or multiple choice, but not limited to
   Papers -- Journal reflections and responses to scenarios.
Additional assessment information:
   1. Class participation and discussion
   For example:
   The professor will read "Tear-water Tea". In small groups the students will discuss the appropriateness of using the technique illustrated in the story with the staff at an early care and education program.

   2. Written assignments
   For example:
   Students will create a vision and mission statement for their work with young children.

   Letter Grade or P/NP

3. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.
   A. Reading Assignments
      Reading assignments are based on textbook readings or instructor generated handouts.

      For example:

      1.Read chapter 2 in "The Visionary Director" which explores the triangle of responsibility that directors fulfill.

      2. Read pages 76 - 82 in "The Visionary Director" which covers creating a welcoming space for staff and parents within a program.

B. Writing Assignments
1. Written assignments
For example:
Read "I Am In Charge of Celebrations" which illustrates a young girls exploration of what is important to celebrate in life. Write a 2-3 page paper describing your thoughts and reflections on the book.

2. Class participation
For example:
In small groups, students will develop persona dolls that represent the collective perspectives of the group on ideal early care and education programs.
In an online class, they will create their persona dolls and share photos and discuss online.
C. Other Assignments
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4. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author:	Carter, Margie and Curtis, Deb
Title:	The Visionary Director: A Handbook for Dreaming, Organizing, and Improvising in Your Center
Publisher:	Redleaf Press
Date of Publication:	2020
Edition:	3rd

B. Other required materials/supplies.