

CFS-271: SUPERVISION & ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS II

Effective Term

Fall 2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

271

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Supervision & Administration of Early Childhood Programs II

Short Title

Super & Admin EC Prog II

CB03 TOP Code

1305.80 - *Child Development Administration and Management

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

B - Advanced Occupational

Rationale

Incorrect spelling in title.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**Prerequisite(s)**

Completion of CFS-270 with a minimum grade of C.

Requisite Justification**Requisite Description**

Course Not in a Sequence

Subject

CFS

Course #

271

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Articulate the diversity and complexity of the child-care administrator's job
2. Develop tools for effectively communicating with parents
3. Articulate legal parameters, obligations and responsibilities of the administrator
4. Implement and design office procedures and handle fiscal matters
5. Design a budget for a children's center
6. Problem-solve parent relationship issues

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
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.	Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Course Objectives

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

Course Content

1. Administrator Responsibilities
 - a. Legal requirements and responsibilities
 - b. Ethics – Professional behaviors
 - c. Reflective Practice
 - d. Time Management
 - e. Working with colleagues and families
 - i. Creating a diverse and inclusive environment
 - ii. Team building strategies
 - iii. Establishing professional relationships and boundaries
 - iv. Communication strategies
 - v. Dealing with conflict
 - f. Working with stakeholders
 - i. Boards (i.e. Parents, Governing, Advisory)
 - ii. Community agencies
 - iii. Other professionals who support the field
 - iv. Seeking and incorporating new ideas
2. Hiring, Evaluation and Termination
 - a. Job descriptions
 - b. Hiring and termination procedures
 - c. Observations and evaluations
 - i. Formal and informal
 - ii. Use of evaluation
 - d. Compensation and benefits
 - e. Payroll procedures
 - f. Personnel handbook
3. Leadership and Professional Development
 - a. Development of staff and administrators
 - b. Modeling and coaching
 - c. Cultivating leaders
 - d. Leadership styles

- e. Confidentiality
- f. Setting priorities between home and work
- g. Professional memberships and advocacy

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Group activities on questions in class
Discussion	Discussion on topics of course.
Lecture	Lecture used on some topics.

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Group Work	
Individualized Instruction	
Journal	
Lecture	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Quizzes	Short answer and/or multiple choice, but not limited to
Essays/Papers	Journal reflections and responses to scenarios.
Class Participation	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.
Other	Written assignments For example: Students will create a vision and mission statement for their work with young children.

Assignments

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.

Writing Assignments

1. Written assignments

For example:

Read "I Am In Charge of Celebrations" which illustrates a young girl's 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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Carter, Margie and Curtis, Deb

Title

The Visionary Director: A Handbook for Dreaming, Organizing, and Improvising in Your Center

Edition/Version

3rd

Publisher

Redleaf Press

Year

2020

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

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Course Codes (Admin Only)

CB00 State ID

CCC000577012

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No