

# 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

**Justification / Rationale**

This course is due for its two-year review.

**Effective Term**

Fall 2023

**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

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**Resource Type**

Periodical

**Author**

Neugebauer, Roger

**Title**

Exchange

**Publisher**

Exchange Journal

**Year**

2012

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**Class Size Maximum**

35

**Entrance Skills**

The student will be required to understand community care licensing regulations and their application. In addition, students will understand how the child care center's basic operations are carried out.

**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.

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**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**

<b>Objectives</b>	
Objective 1	Assess 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**

<b>Upon satisfactory completion of this course, students will be able to:</b>	
Outcome 1	Display 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**

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

**Methods of Evaluation**

<b>Method</b>	<b>Please provide a description or examples of how each evaluation method will be used in this course.</b>	<b>Type of Assignment</b>
College level or pre-collegiate essays	Two out of class written essays will be required; 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
Field/physical activity observations	a. Conduct an out of class interviews with business leaders b. Conduct out of class observations as part of the Community Learning Group projects. c. Weekly in-class Reflective journals will enhance course content application.	In and Out of Class
Product/project development evaluation	Compile a comprehensive research and analysis on code of ethics and conduct. In-class supplemental materials will be shared, and out of class time will be devoted to its compilation.	In and Out of Class
Presentations/student demonstration observations	In-class presentations will inform, analyze, and report out findings.	In Class Only
Guided/unguided journals	In-class weekly reflections will be required 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 and its internal tools, such as ConferZoom, ensure students access and ability to navigate required technologies. Field trips, group work in collaborative teams.

For hybrid courses, schedule face-to-face group and/or individual meetings.

**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:**

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

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

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

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

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

The utilization of ConferZoom is an extension of the MLS platform and supports Studnet Learning Outcomes by providing additional support to those students in need.

## **Other Information**

**Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.**

Covid-19 Pandemic.

## **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

### **Funding Agency Category**

Not Applicable

### **Program Status**

Program Applicable

### **Transfer Status**

Transferable to CSU only

### **General Education Status**

Y = Not applicable

### **Support Course Status**

N = Course is not a support course

### **Allow Audit**

Yes

### **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

10-24-19 Advisory mtg w attachments.pdf

2022 October MINUTES CDE Advisory Committee Agenda with supporting documents (1).docx

**Approvals****Curriculum Committee Approval Date**

12/06/2022

**Academic Senate Approval Date**

12/08/2022

**Board of Trustees Approval Date**

01/20/2023

**Chancellor's Office Approval Date**

12/07/2019

**Course Control Number**

CCC000609924

**Programs referencing this course**Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=131>)Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)