

HDEV 0041 - PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION

Catalog Description

Formerly known as HDEV 41A/41B/41C

Prerequisite: Completion of HDEV 40 with grade of "C" or better

Hours: 54 lecture

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. (CSU)

Course Student Learning Outcomes

- CSLO #1: Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- CSLO #2: Implement ongoing professional development plans based on evaluation of staff and administrator needs.
- CSLO #3: Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Evaluate the factors needed to create a diverse and inclusive environment.
2. Identify components of hiring practices, observation and evaluation practices of staff.
3. Describe the legal requirements and responsibilities of administering an early care and education program.
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.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Class discussion or debate on various philosophy based management approaches. Students will be evaluated based upon completion of a short essay before the discussion and participation in class.
- Essay Examinations
 - Example: Students will write an essay on the impact of funding in terms of hiring practices. Rubric to be developed by the instructor.
- Objective Examinations
 - Example: Students will answer multiple choice questions developed by the instructor on preschool area sizes. Instructor to develop a key for correct answers. Example: How many square feet per child are required outside for preschool aged children? a. 35 b. 45 c. 75
- Problem Solving Examinations
 - Example: Students will be presented with various scenarios containing Title 22 and Title 5 issues and must solve problems in order to be in compliance. Instructor to develop an answer key for correctness.
- Projects
 - Example: Students must complete a PAS or a BAS on a program as if they were the director. Instructor to develop a grading rubric.
- Reports
 - Example: Students to write a report on the challenges, as well as the rewards, of being a director of an ECE program. Rubric to be developed by instructor.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lecture on the various legal and financial aspects of administration and supervision of an ECE program. Students will discuss a real-life scenario in small groups during which the instructor will raise critical thinking questions and coach students. The small groups will report back to the class and the instructor will provide feedback.
2. Instructor will provide funding model and ask students to staff a center with personnel who meet funding criteria.

Distance Learning

1. Instructor will record a Voice Thread lecture on basic supervision concepts, and then ask students to post comments to a discussion board related to this topic.

Typical Out of Class Assignments

Reading Assignments

1. Students read articles from Child Care Exchange, a professional periodical that caters to the field of early childhood education, in order to develop a personal philosophy of early childhood education.
2. Students read and analyze the California State Licensing Requirements (Title 22 and Title 5) for various aspects of child care programming.

Writing, Problem Solving or Performance

1. Students will construct a program budget including: developing a sliding fee scale for low income families; prioritize and justify expenditures on quality indicators according to Early Childhood Rating Scale; and demonstrate the break-even point on a chart.
2. Students will design a staff development program for continuing education.
3. Students will develop an evaluation form for rating employees job performance.
4. Students will analyze a batch of classroom/site based DRDP (Desired Results Developmental Profile) from the CA Dept. of Ed. and design a plan for how staff will use aggregated assessment results to make changes to the environment, purchase materials, and plan curriculum for future desired outcomes for groups of children as well as individual children.

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Planning and Administering ECE Programs
 - Author: Decker and Decker
 - Publisher: Pearson Education
 - Publication Date: 2012
 - Text Edition: 10th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Child Care Administration
 - Author: Linda and Alan Nelson
 - Publisher: Goodheart-Wilcox
 - Publication Date: 2009
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.