

Las Positas College
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Course Outline for ECE 68

ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD ED

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ECE 68 — ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD ED — 3.00 units

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. Prerequisites: ECD 62 and ECD 63 (both completed with a grade of "C" or higher)

3.00 Units Lecture

Prerequisite

ECE 62 - Child, Family and Community
with a minimum grade of C
and

ECE 63 - Early Childhood Curriculum
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

- A. ECE62
- B. ECE63

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. evaluate the factors needed to create a diverse and inclusive environment;
- B. identify components of hiring practices, observation and evaluation practices of staff;
- C. demonstrate improved interpersonal skills in working with staff, groups, community agencies and families;
- D. examine and compare management styles in Early Care and Education settings;
- E. define the role of a supervisor in directing staff in Early Care and Education settings;
- F. formulate strategies for compensation and professional growth opportunities in programs;
- G. enumerate legal and ethical aspects of administering an Early Care and Education program;
- H. connect staff needs to professional development and opportunities;
- I. formulate and review operational procedures, personnel and family policies;
- J. evaluate methods and compare principles of group dynamics from a leadership perspective;
- K. articulate the importance of professional integrity and confidentiality.

V. CONTENT:

- A. Personnel
 - 1. Changing needs of work force
 - 2. Recruitment, selection and hiring
 - a. Applications
 - b. Resumes
 - c. Interviewing
 - d. Legal and ethical considerations: Affirmative action, diversity, inclusion
 - e. compensation and benefits
 - f. Steps for termination
 - 1. Observations, performance evaluations

- 2. Oral and written requirements
- 3. Job descriptions and staff handbook
- 4. Professional development and continuing education
- 5. Staff meetings
- B. Families, colleagues and other stakeholders
 - 1. Assessing and meeting needs
 - 2. Communicating with diverse populations
 - 3. Enrollment process
 - 4. Transitional plans
 - 5. Handbook
 - 6. Community agencies and others who support the field of ECE
 - 7. Advisory boards
 - 8. Seeking input and new ideas
- C. Program management and operations
 - 1. Legal requirements and responsibilities
 - a. Private, public, non-profit
 - b. College programs
 - 2. Financial management
 - a. Budgets
 - b. Record keeping, payroll procedures and taxes
 - 3. Curriculum oversight
- D. Health, safety and nutrition policies
- E. Leadership and professional development
 - 1. Approaches, leadership styles, and models - developing the administrator
 - 2. Time management, accountability and organization
 - 3. Supervising versus modeling and coaching
 - 4. Ethical and professional behavior
 - 5. Confidentiality
 - 6. Balancing work, personal life and other commitments
 - 7. Advocacy and professional memberships
 - 8. Reflective practices
- F. Tools for staff and program evaluation
- G. Relationship Building
 - 1. Communication
 - 2. Group dynamics, team building and employee morale
 - 3. Problem solving and conflict resolution
 - 4. Establishing professional relationships and boundaries
 - 5. Decision Making
- H. Consultants and referrals

VI. METHODS OF INSTRUCTION:

- A. **Research** -
- B. **Classroom Activity** -
- C. **Student Presentations** -
- D. Media presentations
- E. **Discussion** -
- F. **Projects** - Class projects and assignments
- G. **Guest Lecturers** -
- H. **Lecture** -

VII. TYPICAL ASSIGNMENTS:

A. Reading and writing: 1. Read a management book from the instructor's list of selected books. Prepare a 3-5 page typed report covering the content of the book. 2. Prepare a one-page paper, indicating what skills or techniques of management might be appropriate to use to enhance work place performance. 3. The article by Paula Jorde-Bloom has chosen to describe People, Process, and Structure as overlapping (see the Center as a Social System). From the reading describe how these three interact with each other. Does your experience in the Early Care and Education setting support this finding? Prepare a one page typed concise response. B. Project: - After reading the handout, "A Great Place to Work", make three copies of the survey in Appendix B and Appendix C. Give one copy to a director, one to a teacher (who has worked at the site for at least two years) and one to an aide. After collecting the surveys, review the responses and prepare to make a short report to the class as to the findings. (The name of the site and the respondents will be confidential.)

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers
- 5. Oral Presentation
- 6. Group Projects
- 7. Class Participation
- 8. Class Work
- 9. Other: Reflections

B. **Frequency**

- 1. A minimum of one oral and/or one written report
- 2. Weekly assignments
- 3. 8 – 10 reflections
- 4. A minimum of one midterm
- 5. A final examination or final project

IX. TYPICAL TEXTS:

- 1. Sciarra, Dorothy J. and Dorsey, Anne G. *Developing and Administering a Child Care Center*. 8th ed., Thomson/Delmar Learning, 2013.
- 2. Hearron, P.F. and Hildebrand, V. *Management of Child Development Centers*. 7th ed., Pearson, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS: