



Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.

Basic Course Information

Semester:	FALL 2022	Instructor Name:	CECILE RICHMOND
Course Title & #:	ADMINISTRATION AND SUPERVISION CDEV 210	Email:	cecile.richmond@imperial.edu
CRN #:	10712	Webpage (optional):	n/a
Classroom:	ONLINE	Office #:	809
Class Dates:	08/15/22 TO 12/10/22	Office Hours:	n/a
Class Days:	ONLINE	Office Phone #:	760-235-5441
Class Times:	ONLINE	Emergency Contact:	Text
Units:	3 UNITES	Class Format:	ONLINE

Course Description

Introduction to the administration of early childhood programs. This course incorporates basic management principles for early education programs, including program types, philosophies, curriculum development and implementation, regulations, laws, policies and procedures, budgeting, and parent and community relations. It examines administrative tools and techniques needed to organize, open, and operate an early care and education program. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

CDEV 200 and its prerequisites

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and demonstrate administration skills in various types of early care and education programs.
2. Demonstrate knowledge of strategic and fiscal planning.
3. Evaluate components of quality programs, faculties and operations

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Compare and contrast various program structures, philosophies and curriculum.
2. Examine effective policies and procedures for staffing and scheduling.
3. Summarize systems and methods to support sound fiscal operations in a variety of ECE settings.
4. Summarize the importance of parent involvement and how to establish positive relations with the children's family and the community.
5. Demonstrate knowledge of compliance with regulatory systems.



6. Assess various methods and tools of evaluation.
7. Identify strategies to ensure equity and respect for children, families, staff, and colleagues

Textbooks & Other Resources or Links

- Margie Carter, Luz Maria Casio, Deb Curtis 2020. *The Visionary Director* 3rd. Redleaf Press ISBN: 9781605547282.
- California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>
- California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp> current year
- Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009
- Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.



All assignments should be typed. No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please contact me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for the effort.

Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

- 5 DISCUSSION QUESTIONS X 10 POINTS = 50 POINTS
- MISSION STATEMENT = 50 POINTS
- LEADERSHIP QUALITIES = 25 POINTS
- REFLECTION PAPER = 25 POINTS
- BUDGET OUTLINE = 50 POINTS
- PARENT HANDBOOK OUTLINE = 25 POINTS
- STAFF HANDBOOK OUTLINE = 25 POINTS
- CLASSROOM ROUTINE = 25 POINTS
- STAFF MEETING/TRAINING = 100 POINTS
- ASSESSMENT DEFINITION PAPER = 25 POINTS
- FINAL- DREAM PRESCHOOL BUISNESS PLAN = 150 POINTS

- TOTAL POINTS FOR CLASS= 550 POINTS

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement

Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224(a) Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

90 -100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% and below

Course Policies

- Plagiarism is to take and present as one's owned the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. • Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with



caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

- How do I show academic honesty and integrity in an online “classroom”?
- KEEP YOUR PASSWORDS CONFIDENTIAL. o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- COMPLETE YOUR OWN COURSEWORK. o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor). Examples of Academic Dishonesty that can occur in an online environment:
 - Copying from others on a quiz, test, examination, or assignment;
 - Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
 - Having someone else take an exam or quiz for you;
 - Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

Other Course Information

- Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.
- Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.
- Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762
- Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/15/22	<ul style="list-style-type: none"> Syllabus & Introduction Review Module 0 Read: Pages 2-21 "The Visionary Director" Answer Discussion question 1 Reflection paper Assignment 	<ul style="list-style-type: none"> Read: Introduction Pages 2-21 Due: Discussion Question 1
Week 2 8/22/22	<p>Start Module 1:</p> <ul style="list-style-type: none"> Developing a Vision, Mission statement Establishing a program, Organizing center structure Read pages in your text "The Visionary Director" Work on Mission Statement Discussion Question 2 	<ul style="list-style-type: none"> Read Chapter 1 pages 23 to 73 Work on Mission Statement Due: Reflection paper on Introduction pages 2-21
Week 3 8/29/22	<p>Continue with Module 1:</p> <ul style="list-style-type: none"> Community needs, Working with families Due Mission Statement 	<ul style="list-style-type: none"> Continue to Read Chapter 1 pages 23 to 73 Due: Mission Statement Due: Parent Handbook Outline
Week 4 9/5/22	<p>Start Module 2:</p> <ul style="list-style-type: none"> Characteristics of an effective Director Responsibilities and Qualities Leadership Qualities Assignment 	<ul style="list-style-type: none"> Work on Leadership Qualities assignment Read Chapter 2 75 to 107
Week 5 9/12/22	<p>Continue with Module 2:</p> <ul style="list-style-type: none"> Roles of Coaching and Leadership Discussion Question 2 	<ul style="list-style-type: none"> Due: Leadership qualities assignment Due: Discussion Question 2
Week 6 9/19/22	<p>Start Module 3:</p> <ul style="list-style-type: none"> Leading and Managing staff Training and professional development Supporting Staff/Staff Meetings 	<ul style="list-style-type: none"> Read Chapter 3: pages 109 to 169 Work on Staff Meeting Assignment



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 7 9/26/22	<u>Continue Module 3</u> <ul style="list-style-type: none"> • Staffing structure/Staffing the Center • Job Descriptions • Outline of staff handbook 	<ul style="list-style-type: none"> • Continue reading Chapter 3 • Due: Staff Meeting/training
Week 8 10/03/22	<u>Continue Module 3</u> <ul style="list-style-type: none"> • Staff handbooks 	<ul style="list-style-type: none"> • Continue Reading Chapter 3 • Due: Discussion Question 3
Week 9 10/10/22	<u>Start Module 4:</u> <ul style="list-style-type: none"> • Licensing regulations • Title 5 and Title 22 • Standards and Practices • Licensing forms • Forms to be posted • Forms for employees, children 	<ul style="list-style-type: none"> • Read Chapter 4
Week 10 10/17/22	<u>Continue Module 4</u> Health Safety and Nutrition <ul style="list-style-type: none"> • Nutrition/Food program/Menu • Earthquake and Fire Drills • Active Shooter Drills • Communicable Diseases • Immunizations • Covid-19 	<ul style="list-style-type: none"> • Continue Reading Chapter 4 • Due: Assignment Staff Handbook Outline • Due: Discussion Question 4
Week 11 10/24/22	<u>Module 5:</u> <ul style="list-style-type: none"> • Program Planning/Types of Programs • Curriculum Structure/Types of Curriculum • Lesson planning • CA Frameworks and Foundations 	<ul style="list-style-type: none"> • Read Chapter 5
Week 12 10/31/22	<ul style="list-style-type: none"> • Environments space and equipment • Content Areas • Develop Classroom Routine • CA Frameworks and Foundations 	<ul style="list-style-type: none"> • Continue Reading Chapter 5 • Due: Routine for Classroom
Week 13 11/12/22	<ul style="list-style-type: none"> • Budget and Marketing 	<ul style="list-style-type: none"> • Continue Reading Chapter 5 • Due: Discussion Question 5 • Due: Budget Outline



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 14 11/14/22	<ul style="list-style-type: none">• Assessments/ ASQ Screener• DRDP• ECERS• CLASS• Assessment Definitions	<ul style="list-style-type: none">• Continue Reading Chapter 5• Due: Assessment Definitions
Week 15 11/21/22	Thanksgiving break	
Week 16 11/28/22	<u>Final Module 6</u> <ul style="list-style-type: none">• Final: Dream preschool Business Plan• Work on final presentations	<ul style="list-style-type: none">• Read Chapter 6
Week 17 12/5/22	<u>Final Due</u> Dream Preschool Business Plan	<ul style="list-style-type: none">• Final Due

Subject to change without prior notice