San Diego State University

Child and Family Development  
CFD 577 Advanced Administration in Child and Family Development Programs  
Section 20611  
Spring 2016

Instructor Contact Information

Instructor: Francesca Gallozzi.  
Email: fgallozzi@mail.sdsu.edu (please put 577 in the subject line)  
Office Hours: Mondays 2:30 – 3:30, Wednesdays 8:45 – 11:45, Thursdays 9:00 – 10:30  
Office: EBA 401

Course Information

Time: Monday 4:00 – 6:40  
Location: EBA 412  
Units: 3  
Required: 1) *What You Need To Lead an Early Childhood Program*, Holly Elisa Bruno, NAEYC 2012  
2) *NAEYC Code of Ethical Conduct and Supplement for Program Administrators*  
available at: http://www.naeyc.org/positionstatements/ethical_conduct

Course Description

Problem analysis and development of successful organizational strategies for child development program delivery. Leadership, effective communication, social and ethical issues from a multicultural perspective.

Course Objectives

After completing this course, the student should be able to demonstrate skill in supervision of personnel in an early care and education program. Upon completion of the course, the student should be able to:

1. Describe the dual roles of an early childhood director as leader and manager in the administration of an early care and education program, including: the managerial functions of the administrator (director), including regulation, accreditation, legal issues, resource management, and fiscal management; and the supervisory and leadership responsibilities of an administrator, including employment processes, supervision, coaching, morale building, and communication.
2. Analyze real-world challenges facing program leaders and apply communication and management strategies.
3. Identify current issues and challenges facing early childhood education professionals, parents, and policymakers.
4. Use the NAEYC Code of Ethical Conduct as a framework for problem analysis.
5. Identify challenges and opportunities in programs and develop a systematic plan for organizational change.
6. Plan and conduct a staff development experience.
7. Interpret how historical and contemporary societal pressures influence early care and education programs with a focus on administrative issues.
Teaching Methods
The course will include lecture, small and large-group discussion, group activities, and individual presentations. The goal of this class is for you to develop a personal vision of ethical leadership as well as deep understanding of the both the global and immediate (day-to-day) issues and challenges faced by leaders in early childhood. There will be ample time and opportunity for reflection and questions. Participation and attendance are crucial to your success in this class and will be evaluated. Many of the concepts require application and practice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15</td>
<td>Dilemmas vs. Responsibility</td>
<td></td>
</tr>
<tr>
<td>2/22</td>
<td>What do we mean when we say “culture” and why does it matter? Culture and diversity issues in curricular decisions and in relationships with families, staff, and children. Anti-Bias Education.</td>
<td>Read: Interculturalism: Addressing Diversity in Early Childhood BRING FOOD.</td>
</tr>
<tr>
<td>2/29</td>
<td>Questions about quality: licensing, CAL QRIS, NAEYC, etc… Understanding Title 22 Regulations</td>
<td>Review Title 22 regulations for Child Care Centers at <a href="http://www.ecld.ca.gov">www.ecld.ca.gov</a>. Bring laptops to class.</td>
</tr>
<tr>
<td>3/7</td>
<td>Working with staff: communication, guidance, and supervision</td>
<td>Review notes from 377. Read Bruno – Chapter 4</td>
</tr>
<tr>
<td>3/14</td>
<td>Analysis debates.</td>
<td>Paper Due – Analysis using NAEYC Code</td>
</tr>
<tr>
<td>3/28</td>
<td>SPRING BREAK</td>
<td>Have a great time!</td>
</tr>
<tr>
<td>4/4</td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>Class 4 – 5:30 only</td>
<td></td>
</tr>
</tbody>
</table>
Reflection: Am I a Leader? (10)
This is a reflective paper in which you use the results of the MBTI, class discussion and readings to reflect on your capacity for leadership as it appears to you right now. 3 pages. You may use “I”. Make specific reference to class discussion and readings.

Leadership Activity (30 points)
An important component of leadership is the ability to facilitate discussions, lead activities, and present training modules for your staff. During 577, you will have the opportunity to lead the class in an activity of your choice: a community-building experience, or a lesson on a new concept or skill for teachers. You will plan and execute the activity, and follow up with a paper (3-4 pages) in which you discuss your choice of activity, reflect on the experience of presenting to the group, and consider how this might work or be improved if you were to present it to a real staff. You may look online for activities, but you are responsible for making the choice of activity appropriate for an ece staff and presenting it in that manner. You choose the date of your activity, which should last 15 minutes, more if necessary. Your paper and analysis is due one week after your presentation. Please read the rubric carefully.

Ethical Dilemma/Values Analysis (25 points)
You will be given a real dilemma that might face a program director. Using your knowledge of communication strategies and DAP, as well as the NAECY Code and values discussion, you will analyze the problem and present a solution following the process we have practiced. Your analysis should be a minimum of 5 pages and you will present your plan to the class. Please read rubric and attach it to your paper when submitting it.

You have a choice of final project: you may do either an Organizational Change activity, or a Contemporary Issues activity. Both can be done as an independent or collaborative (up to 3 people) project. Both carry the same point value and both will be presented on 5/2 and, if necessary, 5/9.

Contemporary Issues in Leadership: (25 points)
Identify a current issue or challenge facing ECE leaders. It may be specific to programs (i.e. teacher supervision) or more global (QRIS, state policy changes, funding, transitional kindergarten). This is an opportunity to think in broader terms about ECE, your role as a future leader and advocate. The project should add to our knowledge base about contemporary issues and trends in ECE and answer the question: What do up-and-coming directors need to be aware of on the changing landscape of ECE? You are to research the issue, read 3 articles (at least one scholarly, peer-reviewed article), and write a short (1-paragraph) summary of each. In small groups, you will share your research, and provide other members with information about the topic. In a 4-5 page position paper, you will discuss the issue, present differing perspectives based on your research and experience (if applicable), as well as the research from your group members, and conclude with a statement of what you think about this issue, how it might impact your role as a director, and how you would approach this issue/topic in your center or as an advocate to the field. In class, you will present your position as a member of an expert panel as if you are leading a discussion with directors in the field.

Ideas…
QRIS Systems
California funding for early childhood
State-Funded prek
Issues around migrant/homeless families and ECE
ECE and academic success, DAP
Wages and compensation for ECE educators
Issues in leadership, contemporary trends
Diversity
Men in the field of early education
Organizational Change:
In this assignment, you will identify a major change that you, as a director, will initiate in a real or imagined program. You will write a 4-5 page paper in which you identify the issue and context, provide a rationale for the change-- supporting your plan with data or research-- and develop a specific plan for implementing the change in the program. You will also write a sample letter to either staff or parents (whichever group is most affected) explaining the change process. You will present the problem and plan to the class.

Assignment Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection – Leader?</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Activity</td>
<td>30</td>
</tr>
<tr>
<td>Ethical Dilemma Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Contemporary Issues – abstracts and position statement, or Organizational Change</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation – reflection assigned</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D range</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F range</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Grading
There is a rubric on Blackboard for most assignments. Please print it the appropriate one and attach it to your paper when you submit it.

Each assignment is evaluated on whether you have:
- followed directions and completed the assignment fully
- made meaningful connections between material and ideas we have discussed in class
- used APA format, effective language, and correct mechanics and grammar
- completed a thorough analysis of the issue or topic

What you need to know:

TaskStream
Everyone enrolled in this course will need to have a TaskStream electronic portfolio subscription, and be enrolled in the appropriate TaskStream "Program" which contains your program portfolio. More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the “CFD Portfolio” section of the Child and Family Development website: [http://coe.sdsu.edu/cfd/portfolio/index.php](http://coe.sdsu.edu/cfd/portfolio/index.php)

Course Policies:
- Assignments are due at the beginning of class. If you are going to be absent, you may email your assignment to me by the time class begins (4:00) for possible full credit.
• Class begins ON TIME. We have student presentations and activities every week and it’s respectful and professional to be present and prepared when they begin. Absence and late attendance will negatively impact your grade.
• Late assignments will lose 10% of the grade. **You may email late assignments so I can see they have been completed, but I will grade hardcopy only.** Hand in a hard copy at the beginning of the next class. **No work will be accepted for a grade more than one week after the due date. After a week, papers will be accepted for completion points only (up to half the points possible)** You should complete the work for completion points rather than a 0, but late work will not earn a grade.
• If you anticipate a problem with completing an assignment, please talk to me BEFORE it is due.
• All assignments must be typed and double spaced in APA style or they will not be accepted.
• No extra credit will be available.

The University adheres to a strict [policy regarding cheating and plagiarism](http://www.sa.sdsu.edu/srr/conduct1.html).

**Cheating**
Instances of cheating may result in failure of the course and referral for disciplinary procedures that may result in dismissal from the university.

**Plagiarism**
Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. As students, you are learning about other people’s ideas in your course texts, your instructors’ lectures, in-class discussions, and when doing your own work. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty.

Examples of plagiarism include but are not limited to:
• Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work).
• Copying and pasting work from an online or offline source directly and calling it your own.
• Using information you find from an online or offline source without giving the author credit.
• Replacing words or phrases from another source with your own words or phrases.
• Submitting whole or part of a piece of work you did for one class to another class, unless you have explicit permission from the instructor.
• Submitting whole or part of a piece of work you did earlier in a class for a later assignment.
• Submitting whole or part of a piece of work that is highly similar or identical to another student’s work.

Plagiarism will not be tolerated in this class and will result in an automatic zero on the assignment in question. Additional courses of action may include:
• Receiving a zero on related assignments
• Receiving an F in the class
• Being reported to the Center for Student Rights and Responsibilities
• Disciplinary review by Student Affairs

To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Here are some specific tips:
• Reference in quotations another person’s actual spoken or written words, even if just a few key words (along with the reference)
• Reference a close paraphrasing of another person’s spoken or written words
• Accurately cite all sources.

Become familiar with the [policy](http://www.sa.sdsu.edu/srr/conduct1.html). If you have questions on what is plagiarism, please consult the [policy](http://www.sa.sdsu.edu/srr/conduct1.html) and this [helpful guide from the Library](http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf).
**Student Work Samples**
Your work may be selected by the instructor to keep on file. The work will be used solely for the purpose of evaluation from higher education accreditation institutions.

**Resources Available To You:**
Student Disability Services: [http://www.sa.sdsu.edu/sds/](http://www.sa.sdsu.edu/sds/)
Students with disabilities who are enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the student Disability Office may be consulted to discuss appropriate implementation of any accommodation requested.

SDS is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities. Support services are available to students with certified visual impairments, learning disabilities, mobility, and other functional limitations.