

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 210**COURSE TITLE:** Supervision of Early Childhood Programs**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course examines early childhood supervisory techniques with emphasis on educational philosophy, professional growth, in-service staff training, program and staff evaluation, models of parent education and involvement, and supportive services. It partially fulfills the State of California Child Development Permit Matrix requirement for supervisors and directors and also meets the State of California Title 22 licensing regulations for directors. This course is designed for students who intend to go into supervisory positions in early childhood education. It also introduces students to the tools that help them organize and evaluate quality children's programs.

**REQUISITES:****Prerequisite:**

CHIL 141 with a grade of "C" or better, or equivalent  
&  
CHIL 151 with a grade of "C" or better, or equivalent

**Limitation on Enrollment:**

This course is not open to students with previous credit for CHIL 201 or 201B

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe the functions and methods of supervision in a quality early childhood education program.
2. Evaluate the characteristics and qualifications of supervisors in a quality children's program.
3. Identify and establish procedures for working with staff and volunteers at an early childhood education program, as well as with members of the community.
4. Identify the various models of parent education programs.
5. Analyze and evaluate personal skills and abilities and develop a personal plan for professional growth in the field of early childhood education.
6. Assess the effectiveness of various educational programs based on different educational philosophies.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Supervision
  - A. Functions
  - B. Leadership role
  - C. Improving the Quality of Instruction
    - 1. Program Development
    - 2. Staff Development
  - D. Evaluation of early childhood programs based on different educational philosophies
  - E. Observation of different early childhood programs
  - F. Conferences
  - G. Workshops
- II. Qualifications of Supervisors
  - A. Regulatory Agency Requirements
  - B. Personal Characteristics
- III. Parent Education
  - A. Legal Rights of Parents
  - B. Parent Involvement
  - C. Types of Parent Education Programs
    - 1. Orientations
    - 2. Home Visiting Programs
    - 3. Parent Discussion Programs
    - 4. Resource Centers
    - 5. Parent self-improvement Programs
- IV. Professional Growth
  - A. Continuing Education
  - B. Professional Organizations and Publications
  - C. Influencing Public Policy
  - D. Research
  - E. Code of Ethics

#### **B. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. Assigned and Optional Textbooks
- II. 2. Professional Journals such as:
  - III. Young Children
  - IV. Connections
  - V. Childcare Information Exchange
- VI. 3. Internet sites such as:
  - VII. [www.naeyc.org](http://www.naeyc.org)
  - VIII. [www.caeyc.org](http://www.caeyc.org)
  - IX. [www.ccie.com](http://www.ccie.com)

#### **C. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Assess, through observation, the effectiveness of an
  - II. early childhood education facility's program.
- III. 2. Compare and contrast various educational philosophies
  - IV. used by different early childhood programs.
- V. 3. Analyze and summarize readings from literature in early
  - VI. childhood education.

- VII. 4. Design a written professional growth plan.
- VIII. 5. Create a plan to improve parent and community education
- IX. and involvement in an early childhood education program.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Observations of child care facilities and agencies that
- II. provide services to children and families.
- III. 2. Researching, critiquing, analyzing and evaluating
- IV. educational philosophies and parent education programs.
- V. 3. Job shadowing program managers.

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Observations of early childhood programs
- II. 2. Summaries and Evaluations of readings
- III. 3. Review of the literature in early childhood education
- IV. 4. Analysis of textbook reading materials.
- V. 5. Professional development plan
- VI. 6. Review of Parent Education materials
- VII. 7. Advocacy letters
- VIII. 8. Job description for directors/supervisors

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. 1. Performance on in-class and/or out-of-class writing
- II. assignments.
- III. 2. Performance on objective tests and analytical essay
- IV. examinations.
- V. 3. Performance on field projects.
- VI. 4. Class participation.

**3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Other (Specify)
- \* Lecture
- \* 1. Discussion groups.
- \* 2. Small group activities.
- \* 3. Observations of childcare facilities in the community.
- \* 4. Reflection papers.
- \* 5. Films.
- \* 6. Guest speakers.
- \* 7. Field trips.

**4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

**TEXTBOOKS:**

- 1. Click, Phyllis.. Administration of Programs for Young Children, 6th ed. Clifton Park, NY: Thomson/Delmar Learning, 2004, ISBN: 140182644X

2. Sciarra, Dorothy June & Anne G. Dorsey.. Developing & Administering a Child Care Center, 5th ed. Clifton Park, NY: Delmar Learning, 2003, ISBN: 0827383657

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Susheela Narayanan

**CO-CONTRIBUTOR(S)**

**DATE:** 09/30/2003