Center for Early Childhood Professional Development & Leadership

SUMMER 2018 – ONLINE COURSE

COURSE: AD LDSP 581: Administration/Supervision in Early Childhood Programs

COURSE INSTRUCTOR: Angel Stoddard, MS
Center for Early Childhood Professional Development & Leadership
School of Continuing Education, UW-Milwaukee
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OFFICE HOURS: In person by appointment Monday – Friday
Via email or phone 8:00am – 8:00pm Monday – Friday; varied during the weekends (920-366-4530)

CLASS DATES/TIMES: OPEN HOUSE: Wednesday, May 30 thru Sunday, June 3, 2018
ONLINE CLASS: Monday, June 4 thru Saturday, August 4, 2018
SUMMER BREAK: Monday, July 2 thru Sunday, July 8, 2018

CLASS LOCATION: ONLINE
ADLDSP 581, Administration/Supervision in Early Childhood Programs, is the first of six courses designed to prepare participants to receive a Certificate and Credential as a childcare administrator. Like the other five courses, it is developed to meet the needs of those who are employed, or would like to be employed, as administrators in child care programs, Head Start, nursery schools, school age programs, family child care programs, child welfare service agencies, public and private schools, and other early care and education programs.

This course focuses on the roles and responsibilities of the administrator and supervisor in early childhood programs. The emphasis is on practical, up-to-date information on administration and organizational management that can be put to use in your center right away. Students explore current concepts in administration and leadership through access to presentations, readings, and resources, and active participation in journal writing, discussions, information sharing, case studies, individual projects, and group activities.

In this course, the role of the administrator in achieving quality for children and their families within an organization is emphasized. The structure and style of the organization as it pursues its mission and goals and as it develops its own vision of excellence is explored. The course examines essential role relationships for administrators, and identifies the different stakeholder groups with which administrators work including the staff, boards where applicable, parents, funding sources, and individuals and organizations in the community.

3-Credit Course Accelerate Format
For this 3-credit course, you can expect to spend a minimum of 144 hours completing required components of the class. This will include readings, discussions, written assignments, group activities, etc. Because this is an accelerated course, you can expect that you will spend no less than 18 hours per week dedicated to course work (online and offline). Because every student learns differently and at different rates, you may spend more time learning the content to meet the objectives.

COURSE OBJECTIVES
At the completion of this course students will have an understanding of:

(additional objectives for Graduation students in bold)
- Concepts of organizational management theory and practice
- The relationship of leadership, sound business practices, and child growth and development principles to program quality for children and families
- The importance of a family-friendly, family-centered orientation
- The diverse models of early care and education programs
- State licensing concepts and processes, standards and laws, applicable federal, state, and local funding options and requirements, and accreditation standards
- The roles and responsibilities of administrators and supervisors in various child care settings
- Role relationships with different sectors of a program including families, teaching staff, support staff, and boards or other management structures
- Ways to ease overload and strategies for time management, delegation and role negotiation
- How to develop policies, mission statements, and strategic action plans to establish, maintain and improve program quality
- Principles and practices in formulating personnel policies, recruiting, assessing qualifications, interviewing, hiring, and working with teaching and non-teaching staff.
- Applicable labor laws, wage and hour requirements, and equal opportunity guidelines
- Fair and effective salary schedules and issues in "merit"
- The rationale and methods for involving staff in decision-making.
• The rationale and procedure for determining what families need, and offering families a variety of options for involvement in the program, including decision-making
• How and why to market programs including determining supply and demand
• The rationale and techniques for community collaboration
• The ability to access current research on each topic and use research to inform practice.
• The ability to analyze current research and to synthesize information from multiple resources as it relates to course topics.

TEXTBOOK/MATERIALS

All students must purchase a 1-year subscription to Exchange Magazine’s Articles on Demand. The subscriptions can be accessed at https://www.childcareexchange.com/ Complete directions have been mailed to all students and are available in the D2L course under Content.

Stoddard, A. & Boulton, P. (2018). Early Childhood, After School, and Youth Program Administrator Competencies and Self-Assessment Tool. CreateSpace Publishing: Lexington KY. (available only through Amazon)

Additional Graduate Assignment Required Text:

REQUIRED & RECOMMENDED READINGS

Required and recommended readings are available from a number of sources. When you purchase the Exchange Package of Leadership Resource Materials you will have access to all Child Care Information Exchange articles at CCIExchange Articles on Demand. Login to CCIExchange and you can download and print these and many other articles and resources on leadership in early childhood programs.

Required and recommended readings are also available within the Desire2Learn (D2L) online learning environment; graduate resources are available on eReserve at the UWM Library. Case study materials for
individual and group projects including the *In Basket Assignment* and *Tom's Case* will also be available within D2L.

Other resources, “handouts” and class activities will be available for viewing online, and can be downloaded and printed for your use.

“*” Denotes research-based readings. **Additional required readings for Graduate students in bold.**

**Required Readings List**

**Unit 1: Administration & Supervision in Early Childhood Programs**

Rogers, F. (1994, July). That which is essential is invisible to the eye. *Young Children, 49*(51), 33.


**Unit 2: Quality in Early Childhood Programs**


**Unit 3: The Administrator is the Key to Quality**


Bloom, P.J. (2000) How do we define director competencies? *Child Care Information Exchange OnDemand*


The In-Basket Task (From Gwen Morgan, Wheelock College)

**Unit 4: Management & Leadership**


**Unit 5: The Role of Policy in Program Quality**


**Unit 6: Staff Supervision and Relationship-based Work**


Tom’s Case (Advanced Seminars in Child Care Administration. *The Child Care Organization: The Human side of Management* – from Gwen Morgan, Wheelock College)


**Unit 7: Engaging Family Partnerships**


Unit 8: Professionalism


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**COURSE REQUIREMENTS**

This is an online course. Students who enroll in this course are expected to have regular access to a computer with Internet access. The instructor will be using the most up-to-date version of Microsoft Office. It is also highly recommended that you have a compatible form of Office Suite to include a spreadsheet, word processor, and presentation program in order to both view and create documents needed to participate in this course.

**Discussions**

Discussions will be conducted in the ‘Discussion’ forums in D2L.

The weekly discussion forum is your opportunity to exchange ideas, information and resources, and to discuss the issues and topics presented in the Unit. Your active participation in the discussion is essential to your success as an online student, and to your ability to create a meaningful and rich learning community at a distance. Since the messages are saved in the forum, you don't have to be online at the same time to read and respond to each other.

The length of your posting is not as important as your quality contribution to the discussion, the richness of your ideas, and the extent to which it “weaves” into what others have been saying. **Additional Graduate student discussion expectations in bold.**

Process for participating in the weekly discussions:

- In each Unit you must to respond to my initial Discussion Question and post at least two replies to other students. Only postings that extend the discussion count in discussion grading.

- Read at a minimum, 60% **(80% for Grad students)** of the posts in your Discussion group.

- It is important that you give the other students time to comment on your responses. Therefore, you need to respond to the discussion question by **Wednesday of each week**. This will give other students time to read your response and comment on it.

- You are required to post on a minimum of at least two different days within the week. Postings should be evenly distributed during the discussion period from **Monday morning to Saturday**
evening (not concentrated all on one day or only at the beginning or end of the week). Your postings should follow standard English language and grammar. You are representing yourself as a professional.

- Bring in related prior knowledge and experience and share effective practices, or build on others’ responses to create conversations.

- Avoid postings that are limited to “I agree”, “great idea”, and “good point” that do nothing to extend the discussion and add significant time to the process of participating. Say why you agree or think it is a good idea by sharing a personal experience or example from your center or supporting your statement with concepts from the readings. Only postings that extend the discussion count in discussion grading.

- **Graduate Students:**
  - In each Unit you must post your own response to my initial Discussion Question and post at least four replies to other students, and read at a minimum 80% of the posts in your Discussion group. Your posts should clearly connect the readings to the discussion through citing or referencing articles, authors, etc.
  - You are expected to add substantially to each discussion, research each discussion topic, and integrate the information from at least one additional research article (different from those included in the class) from a refereed scholarly journal as part of the discussion. Analyze and synthesize the information from the listed readings and your chosen research article, and cite or reference the source using APA format.

Discussions will be graded based on the *Discussion Scoring Rubric* in the Course Content.

- **As Instructor,** I will actively participate in the discussion by making comments or asking further questions, to extend the discussion and to encourage you to think deeper or from a different perspective. The discussion forum is an opportunity for you, as students and professionals, to interact and learn from each other’s knowledge and experiences.

**Journal Entries**

Journal entries are your opportunity to reflect on the personal and professional implications of the topics and issues that have been addressed during the Unit. Unlike the Discussion Forums, your journal is intended only for you and your Instructor and will not be read by other members of the class. Your Journal Entries are to be submitted through the Dropbox in D2L.

*Undergraduate Students:* A typical Journal submission will be approximately 1-2 pages (12 point font) in length showing thoughtful reflections, addressing all of the journal questions, and following standard English language and grammar.

*Graduate Students:* A typical Journal submission will be approximately 2 pages in length (12 point font), showing thoughtful reflections. Journal must include and integrate at least one other resource from a scholarly journal on the topic; source cited using APA format.

**ASSIGNMENTS**

A detailed description of each assignment is provided in the Activities Checklist for each Unit. Course assignments include individual, small group, collaborative learning, information exchange and networking activities include:

- Completion of all assigned readings
Completion and timely submission of all individual activities and projects
Active participation in, and meaningful contributions to, all online discussions
Active participation in small group projects and presentations (may require additional offline meeting time by phone or in person)

**Graduate Students:** One culminating research paper is required. Check the Summary of Assignments for exact due date. Refer to the Graduate Research Paper Assignment in Course Content for more detailed information.

- The assignment is to write an 8 – 10 page research paper, using the required text as one of your primary resources. You will need a minimum of 5 resources in addition to the resources already included in the course documents and e-reserve articles. Use a consistent APA style for citing your references. You can find APA guidance on the Content tab of the course.

- **Topic:** *Family-Focused Policies and Practices*

- Use and integrate the following required text as one of your primary resources:


- Submit to the Dropbox, check Summary of Assignments for due date. (Typically one week prior to the last day of class.) *This is required for Graduate students only.*

**ePortfolio**

The portfolio is part of the final evaluation process and is the culminating experience of the Certificate in Child Care Administration. The portfolio process also supports students in the development of the final project and presentation required by the Registry to earn the Wisconsin Professional Credential for Child Care Administrators. Your portfolio will be built over the time you are enrolled in the six Certificate courses. In this course you will have one specific portfolio assignment. Be sure to save your Portfolio assignment on your computer, so you can access it again in Course 6 as you put together your ePortfolio for presentation.

**Plagiarism**

The strength of this course depends on academic and personal integrity. In this course, you must be honest and truthful. All written work is to be individually produced. When there is evidence that a student has committed plagiarism, copied the work of others, or allowed others to copy their work, the incident will be investigated. The consequences for academic dishonesty are severe.

Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be properly cited/quoted, giving proper credit to the person/persons whose original work it is, to avoid any misunderstandings about plagiarism.
**NOTE: CLASS ENDS SATURDAY, August 4 at MIDNIGHT. All assignments must be turned in by Midnight Saturday. NO EXCEPTIONS without prior consent.**

### GRADING

Your grade for this course will be determined by your participation in class activities, assignments and discussion. You are required to complete all assigned readings and written assignments. See the Points/Grade Summary for a list of each assignment in order by Unit, including the number of points that can be earned for each assignment. Final letter grades will be based on your point total as well as an assessment of your level of participation and the quality of your contributions to the online learning community. Students can keep track of their progress and points earned for each assignment in the Grades area of D2L.

#### Points/Grade Summary

When all assignments and activities from Unit 1 through Unit 8 are included, the total number of points equals 515 for undergraduate. (Graduate students – total points equals 685).

**Note:** Any missing assignments and discussions will lower your final grade by one full grade. For example, if your final grade is a B+ and you did not participate in the Unit 4 discussion, your final grade will be lowered to a C+.

Full participation in the Ethel’s In-Basket Group Project, including participation in planning discussions, chats, contributions of documents, presentations, presentation discussions, and summary journal is required in order to pass this course. **Graduate Students:** All graduate assignments must be completed in order to pass this course.

### Undergraduate and Graduate students’ grades will be based on the following assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
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<tbody>
<tr>
<td>Introduction &amp; Welcome Discussion 1.1</td>
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<tr>
<td>Syllabus Scavenger Hunt</td>
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<td>Discussion 1.2</td>
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<td>Journal 1</td>
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<td>Portfolio 1 (Autobiography)</td>
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<td>Unit 2: Quality in Early Childhood…</td>
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<td>Discussion 2</td>
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<td>Journal 3</td>
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<td>Journal 4</td>
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<td>Discussion 5</td>
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<td>Journal 5</td>
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<td>Ethel’s Planning Process participation</td>
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<td>Ethel’s Project Summary</td>
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<td>Total Section Points</td>
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<td>Journal 6</td>
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<th>Unit 7: Engaging Family Partnerships</th>
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<td>Discussion 7</td>
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<td>Journal 7</td>
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<td>Tom’s Case Analysis &amp; Individual Case Study</td>
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<td>Graduate Assignment</td>
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<td>Total Section Points</td>
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<td>Journal 8</td>
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<tr>
<td>Total Section Points</td>
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</table>

**TOTAL POINTS** 515 685

Course grades will be based on the following formula.
Tips:
- Check your online grades regularly to keep track of which assignments you have completed and which are due.
- Remember, there is time lag between when you turn an assignment in, when I read it and return my comments to you, and when I post your points.
- Don’t wait for my comments or your grade on an assignment before moving ahead. Keep working at a steady pace, and post your assignments as they are completed. That way you’ll stay on schedule even if I fall behind with posting the points.
- Some assignments are not unit-specific in terms of when points are earned. I will post points for these assignments after you complete them, regardless of the unit we are currently in.
- To meet Registry Credential and TEACH Scholarship requirements you must earn a minimum grade of C-.

### IMPORTANT INFORMATION

1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://www4.uwm.edu/sac/SACltr.pdf](http://www4.uwm.edu/sac/SACltr.pdf)

2. **Religious observances.** Accommodations for absences due to religious observance should be noted. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted.
   - Students: [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)
   - Employees: [http://www4.uwm.edu/secu/docs/other/S40.htm](http://www4.uwm.edu/secu/docs/other/S40.htm)

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [http://www4.uwm.edu/secu/docs/other/S31.pdf](http://www4.uwm.edu/secu/docs/other/S31.pdf)
5. *Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
http://www4.uwm.edu/secu/docs/other/S47.pdf

6. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

7. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.  
http://www4.uwm.edu/secu/docs/other/S49.7.htm

8. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.  
http://www4.uwm.edu/secu/docs/other/S28.htm

9. *Financial Obligation:* The submission on your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the schedule of classes. It is important to both you and the University that you make payment on time.