

FACULTY SENATE  
CURRICULUM COMMITTEE  
Approval Form

300 5/14/77  
06-11-32  
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Department Educational Administration  
Early Childhood/Elementary Education  
Title LEADERSHIP ROLES IN EARLY CHILDHOOD PROGRAMS: THE EDUCATIONAL SUPERVISOR  
LEADERSHIP ROLES IN EARLY CHILDHOOD PROGRAMS: THE DIRECTOR

Sponsor(s) Mrs. Mary Sasowsky, Dr. Marion R. Hodes No. of Credits 2-4

COURSE \_\_\_\_\_ CONCENTRATION \_\_\_\_\_

Approved by the department Graduate (X)  
Not recommended by the department Undergraduate ( )

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Signature: Judy Washington  
Department Chairman

DIVISION

Consultation on proposal has been held

Comments:

Signature: Janeet Wron 4/6/77  
Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

26-17-82

Proposal received 5/12/77

Open Hearing held 5/12/77

Returned to the department for the following reason(s):

Inconsistent with the Administration and the Curriculum Committee

Approved by the Curriculum Committee

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Vice President for Academic Affairs

Signature: Janet C. ...  
Chairman, Curriculum Committee

NEW COURSE PROPOSALS  
EARLY CHILDHOOD/ELEMENTARY DEPARTMENT  
AND  
EDUCATIONAL ADMINISTRATION DEPARTMENT

TITLES OF THE TWO COURSES: A. LEADERSHIP ROLES IN EARLY CHILDHOOD PROGRAMS -  
THE DIRECTOR  
B. LEADERSHIP ROLES IN EARLY CHILDHOOD PROGRAMS -  
THE EDUCATIONAL SUPERVISOR

DEPARTMENT: EARLY CHILDHOOD PROGRAM/ELEMENTARY EDUCATION DEPARTMENT AND  
EDUCATIONAL ADMINISTRATION DEPARTMENT

SPONSORS: Mrs. Mary Sasowsky  
Dr. Marion R. Hodes

SEMESTER HOURS: 2-4

A. Essence of the Proposal

1. Two graduate courses are proposed.
2. Each course will carry 2-4 semester hours credit.
3. Enrolled students will be expected to have attained a Bachelor's Degree, hold appropriate teaching certification, and permission of instructor.
4. These courses are planned as
  - a. part of the program sequence for graduate students seeking a Master's Degree in Elementary Education with a specialization in Early Childhood Education
  - b. part of the Early Childhood courses available for inservice training programs
  - c. as an elective in Educational Administration
5. It is planned to offer these courses beginning with Summer, 1977 and in Fall, 1977 and Spring, 1978 training programs as needed.

B. Other Details

1. Present departmental staff resources are adequate for implementation. Faculty have been working on aspects of these courses in workshops, conferences, and as short term course offerings in a Title XX training grant.
2. Library and departmental text and media resources are adequate.
3. Space needs can be adequately met. It is likely that these courses may appropriately be scheduled off campus to meet needs of a specific clientele.
4. These two courses are interrelated and can, at times, be offered simultaneously to two groups of people who work together but in different roles. Each course is distinct and has specific objectives and strategies, but there are elements common to both courses.

For a population of child care agency personnel that functions either as a director or as a head teacher, the appropriate designated course is recommended for 4 credits. In some child care centers, however,

one person assumes both roles. In such courses, one course which best fits the major focus of the student (director or head teacher) is recommended for 4 credits and enrollment in the other courses for 2 credits will subsequently be expected. Thus each course is organized with a 2 credit common area of learning and a 2 credit specific area of study.

5. Objectives for each course include

As the common area of learning--

- a. The student will demonstrate understanding of the important relationship between the philosophy and goals of an early childhood center-based program and the organizational and curricular structure of the program.
- b. The student will demonstrate knowledge of varying philosophies and theories of learning related to early childhood education and the varying practices associated with them.
- c. Students will demonstrate understandings of management and supervisory skills including assessing needs, establishing goals, designing a management plan, and evaluating the attainment of objectives.
- d. Students will demonstrate improved skill in
  1. The writing of objectives
  2. Evaluating self, center, staff and children
  3. Working as a group leader
  4. Maintaining positive public relations
- e. Students will demonstrate understanding of important influences in early childhood education programs. e.g., parents, state and national legislation

Additional Objectives for Course: Leadership Roles in Early Childhood Programs: The Director

- f. Students will demonstrate understandings of principles associated with
  1. Personnel practices and management in early childhood programs
  2. Budget development and administration in early childhood programs
  3. Record-keeping (money records and "people" records)
  4. Payroll and fiscal management in early childhood programs
- g. Students will demonstrate skill in planning and managing delivery of related child care services including the feeding of children, building maintenance, and purchasing, storing, disbursing and maintaining equipment and supplies
- h. Students will demonstrate increased skill in working with lay advisory boards, parents, community agencies, and regulatory agencies.

Additional Objectives for Course: Leadership Roles in Early Childhood Programs: The Educational Supervisor

- f. Students will demonstrate knowledge of the relationship of early childhood curriculum and child needs

- g. Students will demonstrate increased skill in
  - 1. Designing an appropriate assessment program to determine children's needs
  - 2. Writing objectives and planning learning experiences related to child assessment
- h. The student will demonstrate familiarity with a wide variety of curriculum experiences, materials, and resources including teacher-made and commercially available programs and materials, community resources in early childhood
- i. The student will be able to plan a supervisory program to increase the potential of the early childhood teaching staff
- j. The student will demonstrate ability to plan a staff development program based on staff needs determined by the supervisory process

### C. Topical Outline

#### Common Topics

- 1. Overview of history of and influences upon early childhood education
- 2. Philosophies of early childhood education, learning theories and child development theories
- 3. Comparison of organizational structures and sponsorships of early childhood programs
- 4. Leadership roles and program management in early childhood education
- 5. Goal and objective setting and writing; program planning and evaluation
- 6. Influences upon programs, e.g., parents, State and Federal legislation, licensing, community needs
- 7. Resources and sources of support for early childhood programs
- 8. Public relations for early childhood programs

#### Additional Topics: Leadership Roles in Early Childhood Programs: The Director

- 9. The role of the Early Childhood Director
- 10. Management of early childhood personnel
- 11. Budget development and administration for early childhood programs
- 12. Payroll and fiscal management
- 13. Record-keeping
- 14. Delivery of auxiliary services

#### Additional Topics: Leadership Roles in Early Childhood Programs: The Educational Supervisor

- 9. Current early childhood curriculum models and design
- 10. Curriculum resources for early childhood education
- 11. Assessing young children
- 12. Matching curriculum and learning needs in early childhood programs
- 13. Supervising early childhood program staff
- 14. Planning for staff development

#### D. Rationale

The Early Childhood Program at Glassboro State College has assumed a training leadership role in the early childhood community. Requests for help (particularly at the graduate level) have been numerous. College staff have served as workshop leaders, speakers, etc. on topics related to those included in these proposals. A direct request for these courses was made, based on State-conducted needs assessment, as part of the recently awarded Title XX Training Contract (Comprehensive Day Care Training Program) from the Bureau of Day Care, N.J. Department of Human Services. These proposed courses (offered as short-term courses in Spring, 1977) were available only to staffs of eligible centers. In no way has the need of the total educational community, including the private as well as the public sector, been met. Establishment of these two courses as regular offerings of the Early Childhood Program responds to the urgent need.

#### E. Results of Consultation

1. Ms. Mary Sasowsky, an Early Childhood faculty member assigned to the Title XX training project, has had an opportunity to teach these courses during the first part of the Spring, 1977 semester. Enrolled students assisted in evaluating its success in meeting their needs as well as participating in a course evaluation conducted by the State (related to the training contract). These proposals incorporate insights gained from this opportunity.
2. Dr. Marion R. Hodes has conducted several workshops on related topics. These proposals also include post-workshop evaluations as well as informal assessment gained from the staff of Camden County's Office for Children.
3. Many early childhood staff have consulted on the development of these courses, including Dr. Judy Washington. These course proposals have the approval of the staff of the Early Childhood Program.
4. Mr. Frank Goodfellow and Dean Janice Weaver have been consulted, have read the proposals and indicated their approval.
5. Consultation has been held with the Chairperson of the Educational Administration Department and as a result, joint sponsorship for these courses has been agreed upon. Consultation has also been held with the Chairperson of the Secondary Education Department.

F. Catalog Descriptions (to be listed under both Early Childhood and Educational Administration)

Leadership Roles in Early Childhood Programs: The Director

This course will provide a beginning in-depth look at the role and responsibilities of a director of a child development center. All topics studied are closely related to the goal of creating an environment which facilitates learning and growth. Trainees will examine the role and effect of functions, such as personnel policies and operating systems (budgeting, purchasing and distributing, etc.). Successful trainees will demonstrate increased skill in assuming leadership roles based on insights into the unique nature and problems of programs for young children. Participants will also examine the decision-making process and the center director's leadership role with the center board, staff, parents, children, community and regulatory agencies.

Leadership Roles in Early Childhood Programs: The Educational Supervisor

The Educational Supervisor assumes major leadership responsibility for the curriculum experienced by the children. The course will focus on increasing skills related to (a) observing and assessing young children's developmental needs (b) interpreting these needs into learning experiences (c) assisting classroom staff in implementing a planned curriculum. This course will attempt to increase personal and professional resources, particularly in helping to relate practice to theory and/or philosophy. Trainees will also examine the supervisory role and relationship to the director, parents, staff, children and the community.