POINT 19🏛02 LOMA
NAZARENE UNIVERSITY

Sociology, Social Work, and Family Sciences

CHD 4060 – Administration and Supervision in Early Childhood Education

4 Units

Spring 2026

Meeting days/times: Tuesdays and Thursdays, 10:00 AM - Noon

Meeting location: Evans Hall 113

Final Exam: Tuesday, May 5, 10:30 AM – 1:30 PM

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Susan DeCristofaro Rogers
Phone:	619-849-2245
Email:	srogers@pointloma.edu
Office location and hours:	Evans Hall 102; hours by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Application of basic principles in the guidance of young children. To examine the multidimensional roles of the early childhood program director/administrative styles, management tools and interpersonal skills that contribute to effective leadership. Three hours of lecture and one hour observation time per week.

Program and Course Learning Outcomes

1. Recognize the basic knowledge and skills necessary to be an effective administrator of a good school for young children or an early education program.

2. Compare and contrast early childhood philosophies and programs.

3. Examine Early Childhood regulatory and licensing requirements.

4. Construct an early childhood program including by-laws and policy statements, finances and budgets, advisory boards, enrollment, nutrition-health and safety, schedules, curriculum, leadership, personnel management, and parent and community relationships.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission from the copyright owner.

1. Required: Click, Phyllis M., Administration of Programs for Young Children, 9th Ed., Cengage, 2014.
2. Required: Community Care Licensing Requirements for Early Childhood Centers – Handed out in class.
3. Required: Derman-Sparks, Louise, Anti-Bias Education for Young Children and Ourselves, 2nd Edition, 2020, text will be provided.

Assessment and Grading

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assessment:

- Reflective 1 Page Paper on Class Visit – 10 points each/total 80 points
- Professional Presentation
  - Outdoor Research – 140 points
- Early Childhood Program Notebook – 75 points
- Practice Interview – 25 points
- Exams – 75 points each/total 300 points
- Design an Early Childhood Program Final Project – 175 points

- Anti-Bias Education Reflection – 40 points

Total: 835 points

COURSE POLICIES AND PROCEDURES:

<u>Regular attendance and in-class participation:</u> Students are expected to attend class regularly and participate in class discussions and projects. Please contact the instructor before class if you know that you will be unable to attend class. **Student participation and attendance will be reflected in the final course grading**. More than **two** absences will result in a decrease in the final semester grade.

<u>Exams:</u> Four exams will be given during the semester. Students absent on the day of the exam will be given a grade of zero for the exam unless arrangements have been made with the instructor.

<u>Class Trips:</u> The class will visit several different schools throughout the semester. Students are required to attend these visits. Most of these visits will be virtual. A reflective 1-page paper is required for each field trip (10 points each).

PROJECTS:

1. Outdoor Research Project: Design, implement, and document an outdoor project with children at the Early Childhood Learning Center
   a. Design an outdoor project that is age-appropriate, engaging, and conducive to the natural environment of the ECLC playground, deck, and/or area behind the center.
   b. Implement the project with children at the center, collect documentation to show its progress and stages with photos, anecdotal notes, group-generated questions or lists, child drawings, child writing, child creations, art, etc.
   c. Create an attractive and informative documentation display of the project to be presented to the Reggio Round Table San Diego Board and friends.
2. Early Childhood Program Notebook: Collect brochures, newsletters, and parent information from **three different schools other than those visited in class**.
3. Practice Interview: Directions to be given at a later date.
4. Design an Early Childhood Education Program Final Project: To be announced.
5. Anti-bias Education Reflection
   a. Each student will be assigned a day to open class with a reflection of a topic they picked from Anti-bias Education – reflection is a PowerPoint with ideas of how to meet all needs.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for <u>one</u> of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware that PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or have prayer requests, you can contact your professor or the Office of Spiritual Life and Formation.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy*

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text,

video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: The information below must be included under the "PLNU Attendance and Participation Policy" Section if you are teaching an Online or Hybrid course.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see the Loma Writing Center webpage or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Assignments posted in Canvas.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, **LomaBooks***. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** *please go HERE*