SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	Administrating Child Care Programs
CODE NO. :	ED 266 **SEMESTER:** 4
PROGRAM:	Early Childhood Education
AUTHOR:	Marilyn Robb
	Marilyn.robb@saultc.on.ca 759-2554 extension 619
DATE:	Jan/2004 **PREVIOUS OUTLINE DATED:** Jan/2003
APPROVED:	

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DEAN   **DATE**

TOTAL CREDITS:	4
PREREQUISITE(S):	ED 2680
LENGTH OF COURSE:	15 Weeks
	3 Hrs/Wk **TOTAL CREDIT HOURS:** 45

I. **COURSE DESCRIPTION**:

This course examines the role of the teacher as administrator/or supervisor in early Childhood education programs in terms of planning, organizing, operating, and evaluating such programs.

II **LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE**:

A. **Learning Outcomes:**

1. Explore relevant legislation, policies, procedures, and regulations to early childhood education programs and settings in a changing social context.

2. Using the D.N.A. as a guide, examine administrative policies and procedurese for the operation of an early childhood center.

3. Develop and maintain effective written interpersonal communication with children, families, co-workers, employers, and individuals/agencies.

B. **Learning Outcomes with Elements of Performance**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Examine relevant legislation, policies, procedures, and regulations to early childhood education programs and settings in a changing social context**

   Potential Elements of Performance
   ➢ Understand roles and responsibilities of government (i.e. social policy, funding, legislation)
   ➢ Identify the impact of legislative and regulatory bodies, social policy, funding, and administrative practices on the quality of programs
   ➢ Advocate for children, families, and the early childhood educator's profession
   ➢ Describe the tasks and responsibilities of early childhood educators in relation to legislation, regulations, policies, and procedures

2. **Using the DNA. as a guide, examine administrative policies and practices for the operation of an early childhood center, which includes programming for children between the ages of birth to 12 years**

   Potential Elements of Performance:
   - ensure a healthy and safe environment in accordance with agency policy and governmental guidelines
   - identify the impact of personal health practices on the early childhood educator
   - monitor safe environments for children
   - develop policies outlining positive guidance techniques
   - ensure congruency between one's personal philosophy of early childhood education and current research and legislation
   - advocate for services to children and families and for the early childhood education profession utilize developmentally appropriate and inclusive practices
   - assess a learning environment
   - describe the responsibilities of early childhood educators in relation to legislation, regulations, policies, and procedures

3. **Develop and maintain effective written interpersonal communication with children, families, co-workers, employers, and individuals/agencies**.

   Potential Elements of Performance:
   - ensure that information is comprehensive, concise, factual and objective
   - demonstrate respect for diversity by monitoring and modifying interactions
   - demonstrate effective teamwork and team membership through effective collaboration and consultation
   - identify policies and procedures that build a co-operative working team
   - develop a centre brochure that would be distributed to potential parents and others

III.   TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- ➢   Quality and Leadership in Early Childhood Development programs
- ➢   Ontario Licensing Requirements
- ➢   Ontario DNA
- ➢   Equipment
- ➢   Job Descriptions
- ➢   Budgets and Financial
- ➢   Admissions Procedures. Children's Information
- ➢   Forms, On-going Records
- ➢   Team Building
- ➢   Parent Policies
- ➢   Program Evaluation and assessment
- ➢   Staff Performance Review

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Administering for Quality , Canadian Early Childhood Development Programs. Karen Chandler. Prentice Hall. 2003

Day Nurseries Act (Bill 160)

V.   EVALUATION PROCESS/GRADING SYSTEM:

Tests x 5   **50%**

Article Reviews x2   **10%**

ECERS-R   assessment and report (Groups)   **10%**

Centre Brochure (Assigned Groups)   **10%**

Participation in class , group work and
in-class assignments   **20%**
This is a process course, attendance in imperative

GRADING

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   **SPECIAL NOTES:**

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.