COURSE TITLE: Administrating Child Care Programs

CODE NO.: ED 2660

PROGRAM: Early Childhood Education

AUTHOR: Marilyn Robb

DATE: Jan/2003

PREVIOUS OUTLINE DATED: Jan/2002

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. Apply 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, develop an administrative package for the operation of an early childhood center, which includes programming for children ages birth to 12 years.

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

4. Implement a menu plan.

B. Learning Outcomes with Elements of Performance

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

1. Apply 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, develop an administrative package 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
- plan and monitor safe environments for children
- develop policies outlining positive guidance techniques
- ensure congruency between one’s personal philosophy of early childhood education and curriculum design and implementation
- advocate for services to children and families and for the early childhood education profession utilize developmentally appropriate and inclusive practices
- develop a learning environment which enhances growth and development
- describe the tasks and 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
- develop comprehensive policies and procedures that build a co-operative working team

4. Implement a menu plan

Potential Elements of Performance

- demonstrate the ability to cook and serve snacks and meals to preschool children
- assist the cook in her/his everyday routine
- work co-operatively with a classmate in order to facilitate the smooth operation of the meal preparation
- demonstrate the ability to evaluate the experience that includes: menu, recipes, quantities of food required, approximate cost.
- conduct yourself professionally
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.

- Personal philosophy of Preschool Education
- Goals and Objectives of your program
- Needs Analysis
- Ontario Licensing Requirements
- Total Quality Management (TQM)
- Continuous Quality Management (CQM)
- Application of DNA (ongoing)
- Child Care Centre Floor Plan
- Equipment Lists and Costs
- Renovations
- Job Descriptions
- Budgets and Financial Records
- Costs of Program
- Admissions Procedures, Children’s Information
- Forms, On-going Records
- Medical, Timetables and Schedules
- Parent Policies
- Assessment Tools

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Emerging Educator, Working in Early Childhood Settings, Rudick, Nyisztor, Vanier College, ITP Nelson

(suggested) Administering Early Childhood Settings, The Canadian Perspective, Yeast, McKenna, Warberg and Chandler

Day Nurseries Act (Bill 160)

Handouts

31/2" disc formatted

Reference books (ECE/College Library)
V. EVALUATION PROCESS/GRADING SYSTEM:

Preschool Project Sections 30%
(This project will be broken down into smaller sections. As each section is completed you must hand in the portion on the due date as announced in class, these assignments will be marked and graded. It is expected that you will correct these sections of the project before putting them in your final submission. These assignments are worth 5-10%, which is up to 30 marks, or approx. 50% of the project.)

Final, Finished project due April 14, 2002 30%

Cooking and evaluation 10%
(each group is assigned a date - evaluation due one week after cooking experience, form is attached)

Participation, team cooperation 10%
An evaluation must be completed by each class member (details will be discussed in class)
DUE date April 18, 2002

Attendance 20%
This is a process course, attendance in imperative

GRADING

The following semester grades will be assigned to students in postsecondary courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>80 - 89%</td>
<td>3.75</td>
</tr>
<tr>
<td>B</td>
<td>70 - 79%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>60 - 69%</td>
<td>2.00</td>
</tr>
<tr>
<td>R (Repeat)</td>
<td>59% or below</td>
<td>0.00</td>
</tr>
<tr>
<td>CR (Credit)</td>
<td>Credit for diploma requirements has been awarded.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory achievement in field placement or non-graded subject areas.</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory achievement in field placement or non-graded subject areas.</td>
<td></td>
</tr>
</tbody>
</table>
X  A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see Policies & Procedures Manual – Deferred Grades and Make-up).

NR  Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

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 E1204 or call Extension 493, 717, or 491 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.
PLANNING A DAY NURSERIES PROGRAM

1. INTRODUCTION:
   . State in a single paragraph the intent of your program proposal

2. PROGRAM GOALS:
   . State in a few sentences the intent of your program

3. PROGRAM OBJECTIVES:
   . In support of program goal (#2)
   . How you will accomplish your goals.

4. CURRENT SITUATION
   . A profile of your child care services (using Sault College facilities or your own preferred location)
   . # of spaces, types of care, waiting list

5. PROGRAM DESIGN:
   A. Level of Service to be offered include:
      number of spaces proposed
      age groups to be severed
      hours and days of operation
      types of services to be offered i.e. resources centre, toy library, day care, nursery school, infant, school-age etc

   B. Organization Structure:
      organizational chart
      role and function description for all positions, including volunteers and ECE students
      position qualifications for all positions

NOTE:

This would include board of directors and a reporting structure/ private or non-profit status
C. PROGRAM COMPONENTS:
   Philosophy statement
   Daily program schedule including teacher assignments.
   Curriculum overview – An expansion of your philosophy on developmentally
   appropriate curriculum for each age group served. How and what types of
   activities will you offer
   Staff schedule including coffee breaks and lunches, prep-time (if offered). You
   must adhere to the DNA staff/child ratios at all times
   Guidelines for food purchasing and menu planning
   Monthly Menu (from Health and Nutrition)
   Health, safety and Nutrition flyers (from health and Nutrition)
   Children’s records- develop necessary forms
   Office procedures

Program procedures and policies (i.e. discipline/behaviour management)
   Furnishings and equipment list
   . Indoor (office, kitchen, staff room, housekeeping, playrooms etc.)
   . Outdoor equipment
   . The costs for these items will be part of your start up budget

6. BUDGET
   a. Start up Costs including:
      . Furnishings and equipment
      . Salaries prior to opening and until revenue commences
      . Advertising (describe amount and type and associated costs)
      . Other as identified e.g. renovations
   
   b. Operating Budget (annual):
      . salaries (identify full time and other than full time positions their and rate)
      . benefits
      . travel and training
      . consumable supplies (paper, paint, kitchen, janitorial, office)
      . food
      . rent/mortgage
      . utilities (gas, electricity, water, sewer)
      . taxes
      . insurance (identify amount and type of coverage you obtain)
      . housekeeping
      . repairs and maintenance( lawn care& snow removal
      . phone line and extensions (business rates)
      . new furnishings and equipment
      . advertising
      . vehicle operation and maintenance - if applicable
      . other (identify costs e.g. bookkeeping and audit)
C. Expenditure recoveries (revenue)
   parent fees
   fund-raising
   government grants (subsidy w.a.g.e. etc.)
   registration fees
   other

7. FACILITY DESIGN:
   . Present a conceptual design of the revised physical plan (floor plan)
   . Include buildings, playground, landscaping, parking
   . Drawn to scale (i.e. 1/2" = 5 ft. or 1/4" = 1 foot)
   . Include a list of all features the design includes i.e. # of playrooms, staff room,
     laundry, kitchen, storage etc.
   . Include a legend noting windows, doors, walls etc.
   . Note NORTH on the plan for proper bearings

8. PROGRAM EVALUATION
   . what criteria or processes will be used to evaluate the program and staff
   . frequency of evaluation
   . what kinds of written reports will be available
   . How will the evaluation data be used?

9. PROGRAM BROCHURE:
   . Describing or outlining all aspects of your centre’s program

10. DNA
    DNA requirements for administering licensed programs noted as required.