

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: Kathy Nielsen

DATE: Jan/2001

PREVIOUS OUTLINE DATED: Jan/2000

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): ED 268

LENGTH OF COURSE: 15 Weeks
3 Hrs/Wk

TOTAL CREDIT HOURS: 45

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School of Health, Human Services and Criminal Justice

(705) 759-2554, Ext. 690

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 to 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 nor 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 (CQI)
- Application of DNA (ongoing)
- Preschool 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

3 1/2" 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 15, 2001 **35%**

Cooking and evaluation **10%**

(each group is assigned a date - evaluation due **one week** after cooking experience, form is attached)

Participation, team cooperation **15%**

An evaluation must be completed by each class member (details will be discussed in class)
DUE date April 22, 2001

Attendance **10%**

This is a process course, attendance in imperative

N.Q.A Policy adhered to by instructor to a maximum of THREE days (THREE coupons only from each group member)

GRADING

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
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 <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
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 may be 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 goal
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 served
 - 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 of centre
- daily program schedule including teacher assignment
- curriculum overview - 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
- children's records- develop necessary forms
- office procedures
- educational program procedures and policies (i.e. discipline/behaviour management)
- Furnishings and equipment list
 - . Indoor (office, kitchen, 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

- b. Operating Budget (annual):
 - . salaries (identify position and rate)
 - . benefits
 - . travel and training
 - .supplies (paper, paint, kitchen, janitorial, office)
 - . food
 - . rent/mortgage
 - . utilities (gas, electricity, water, sewer)
 - . taxes
 - . insurance (identify amount and type of coverage you obtain)
 - . repairs and maintenance - cleaning
 - . phone (business rates)
 - . new furnishings and equipment
 - . advertising
 - . vehicle operation and maintenance - if applicable
 - . other (identify costs)
 - . expenditure recoveries (revenue)
 - parent fees
 - fund-raising
 - government grants (subsidy w.a.g.e. etc.)
 - registration fees

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 EVALUTION

- . what criteria or processes will be used to evaluate the program
- . frequency of evaluation
- . what kinds of written reports should be available

9. PROGRAM BROCHURE:

- . Describing or outlining all aspects of your centre's program

10. DNA

outlining DNA requirements for administering licensed programs