

**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

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**DATE:** Jan/2006 **PREVIOUS OUTLINE DATED:** Jan/2005

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** ED 2680

**LENGTH OF COURSE:** 15 Weeks  
4 Hrs/Wk

**TOTAL CREDIT HOURS:** 45

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*For additional information, please contact the Dean,  
School of Health and Human Services  
(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course examines the role of the administrator/manager 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. Use the D.N.A. as a guide, to examine administrative policies and procedures 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 of government: federal, provincial and municipal (i.e. social policy, funding, legislation)
- Identify the impact of 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 a quality early childhood environment, for children between the ages of birth to 12 years**

**Potential Elements of Performance:**

- Leadership in early childhood programs (Role of director/supervisor)
- 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
- ensure a healthy and safe environment in accordance with agency policy and governmental guidelines
- assess a learning environment

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.

- Leadership
- Team Building
- Quality in ECD programs and Program Evaluation and Assessment
- Ontario Licensing Requirements
- Ontario DNA
- Personnel and Staff Performance Review
- Budgets and Financial
- Admissions Procedures. Children's InformationForms, On-going Records
- Parent Policies

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Child Care Management Guide II, Ontario Coalition for Better Child Care, Revised edition 2002.

Day Nurseries Act (Bill 160)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>Tests x 5</b>	<b>50%</b>
<b>Policies, procedures and forms</b>	<b>10%</b>
<b>ECERS-R assessment and report</b>	<b>10%</b>
<b>Centre Brochure</b>	<b>10%</b>
<b>Class <u>participation</u>, in-class group work and in-class assignments</b>	<b>20%</b>
<b>This is a process course, attendance is imperative</b>	

**The following semester grades will be assigned to students in post-secondary courses:**  
 Grade Point Equivalent

<u>Grade</u>	<u>Definition</u>	
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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/program, as may be decided by the professor/dean. 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.

### Course Outline Amendments:

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 professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**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.