

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/2008

PREVIOUS OUTLINE DATED: Jan/2007

APPROVED:

CHAIR, COMMUNITY SERVICES

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 Chair, Community Services
School of Health and Community 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 legislation, policies, procedures, and regulations for early learning and care programs relevant to the role of the manager.
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 effective written communication skills through the development of materials to be used by families, co-workers, employers, and community 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.**

Potential Elements of Performance

- Understand roles of government: federal, provincial and municipal
- Identify the impact of regulatory bodies, social policy, funding, and administrative practices on early learning programs and policy
- Describe the tasks and responsibilities of early childhood educators in relation to legislation, licensing, policies, and procedures
- Understand the role of leadership in early childhood programs (manger/director/supervisor)
- Identify and discuss issues affecting quality

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:

- identify the role of the administrator as outlined in the Ontario DNA
- assess environments for children
- develop policies that reflect current legislative requirements
- ensure congruency between one's personal philosophy of early childhood education and current research and legislation
- describe the elements of licensing covered under the Ontario Day Nurseries Act

3. **Develop and maintain effective 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 environment
- 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 in ECD programs and Program Evaluation and Assessment
- Roles of Government
- Organizational framework
- Ontario Licensing Requirements: physical environment, philosophy, curriculum and record keeping
- Staffing, Personnel and Staff Performance Review
- Budgets and Financial matters
- Family Partnerships

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Administering Early Childhood Settings. The Canadian Perspective. Fourth Edition Yeates, McKenna, Warberg and Chandler. Prentice Hall 2001.
- Early Childhood Environment Rating Scale-Revised. Harms and Clifford. Teachers College Press
- Ontario Day Nurseries Act (Bill 160)

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests x 4	60%
ECERS-R assessment and report	15%
Centre Brochure	15%
Policies, procedures and forms	10%

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.