

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR ELECTIVE COURSE

COURSE TITLE:

ECE 113 Child Care Administration

COURSE DESCRIPTION:

This course is the study of program management in early childhood education, including planning, implementing, and evaluating programs. Financial, legal, personnel, and program administration will be emphasized (meets Director I requirements set by the Office for Child Care Services).

COURSE COMPETENCIES: After completing this course the student should be able to use management tools to direct an early care and education program. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all children from birth through age 12. (Level I, II, & III)

2. Creates and modifies environments and experiences to meet individual needs of children. (Level I, II, & III)

Curriculum development and implementation:

3. Establishes and maintains physically and psychologically safe and healthy learning environments for children. (Level I, II, & III)

Family and community relationships:

4. Demonstrates the need to establish and maintain positive, collaborative relationships with families (Level I, II, & III)

Assessment and evaluation of young children:

5. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II, & III)

Professionalism:

6. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development.

(Level I, II, III)

7. Demonstrates an understanding of conditions of early care and education programs and the need for strong, sound business management including focus on financial stability, personnel strengths, and management tasks of planning, organizing, directing, staffing and controlling. (Level I, II, & III)

8. Demonstrates a clear understanding of the need for regulation from outside the early care program to assure quality care and to promote professionalization of the field of early care and education. (Level I, II, & III)

9. Demonstrates an awareness of and commitment to the profession's Code of Ethical Conduct. (Level I, II, & III)

10. Actively works out opportunities to grow professionally by locating and using appropriate professional literature, resources and experiences to inform and improve skills and practice of those within the field. (Level I, II, & III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Program management including planning, implementing and evaluation.
2. Facility development and maintenance of health and safe environment.
3. Community resources and parent involvement.
4. Staffing: Hiring, scheduling, retaining, evaluating
5. Advocating for the profession through regulation and support of quality.
6. Functions of a manager: planning, organizing, directing, staffing, and controlling.
7. Program control: evaluations, boards, ownership issues.
8. Finances, budgeting, taxes, and insurance.
9. Communicating with staff, parents, and the community.
10. Using technology for business and program management.

COURSE OBJECTIVES:

After completing this course, the student should be able to demonstrate skill in both business and program management in the administration of an early care and education program. Upon completion of the course, the student should be able to:

1. demonstrate competencies in the business functions of a program, including, but not limited to:
 - a. naming the functions of management.
 - b. describing the characteristics of an effective leader.
 - c. describing effective ways of working with a board of directors.
 - d. describing the administrative functions in regulatory issues.
 - e. analyzing the program's potential for liability.
 - f. establishing guidelines for working with parents.
 - g. organizing personnel and maintaining staffing for the program, including hiring and orienting employees.
 - h. planning and evaluating an annual budget and maintaining funding for the program.
 - i. constructing adequate record keeping for center operations.
2. demonstrate competencies in the program functions, including but not limited to:
 - a. identifying steps in planning for the program.
 - b. describing the process for implementing a program plan and changes.
 - c. demonstrating the importance of a process of ongoing evaluation of program goals and function.
 - d. analyzing space needs for the program.

- e. describing the need for and means of involving parents in decision-making for the program.
- f. identifying the role of community resources in the program.
- g. describing the need for staff development in the program, including the involvement of personnel in professional organizations and activities.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Sciarra, J. & Dorsey, A. (2007). Developing and administering a child care program (6th ed) Albany, NY: ITP/Delmar.

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of observation assignments of programs in action and interviews with directors working in the field to give students "real" programs to experience actual problems in administering and managing.

Level III competencies:

A semester project which has the student develop a plan for starting a child care program with all component parts of the course represented in the business and management plan.

PREREQUISITE(S).

Required: Lead teacher certification is required for enrollment in this course for ease in understanding course materials.

NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of

information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.

