

# COURSE SYLLABUS

<b>Course Title:</b>	Administration and Supervision of Early Childhood Programs		<b>Date submitted:</b>	Spring 2014 (AAC: 14-24)
<b>Department:</b>	Social Sciences			
<b>Curriculum:</b>	Early Childhood Education			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ECE*206	<b>Prerequisites:</b>	
	<b>Course Type:</b>	LD	None	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G	<b>Corequisites:</b>	
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science		None	
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	<b>Contact Hours:</b>	Lab:	0	<b>Other Requirements:</b>
	Studio:	0	None	
	Other:	0		
	TOTAL:	3		
<b>Class Maximum:</b>	25			
<b>Semesters Offered:</b>	F/Sp			
<b>Ability Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	This course is designed to examine the multi-dimensional role of the early childhood program director/administrator. Emphasis will be on the areas of the effective leadership, selection, supervision and evaluation of staff members, program development and appropriate practices, the budgeting process and fiscal management, food and health services, laws and regulation concerning state child care licensing and parent involvement.			
<b>Topical Outline:</b> List course content in outline format.	<p>A. The Role of the Administrator</p> <p>B. Business Management</p> <ol style="list-style-type: none"> <li>1. Budgets</li> <li>2. Marketing</li> </ol>			

3. Funding
- C. Licensing and Accreditation Standards
- D. Leadership Skills
- E. Staff Management
  1. Supervision
  2. Evaluation
  3. Professional Development
- F. Program Evaluation
  1. Program philosophy
  2. Program goals
  3. Program designs
  4. Developmentally appropriate practices
  5. The safe and healthy environment
- G. Family and community involvement

**Upon successful completion of this course, the student will be able to do the following:**

**COURSE:**

1. Recognize the importance of the role of the administrator in child care and education programs
2. Develop competence in using effective leadership and management techniques.
3. Understand the goals and principles of staff supervision and evaluation.
4. Develop a business sense in regard to budgets, marketing and funding resources.
5. Implement a high quality program for the care and education of young children by:
  - Developing and/or reaffirm a personal philosophy relating to providing quality care and education
  - Identifying program goals which support developmentally appropriate practices.
  - Effectively designing and evaluating the environment.
6. Recognize the standards for licensure and accreditation.
7. Understand the dimensions of parent involvement and school/community interaction.
8. Recognize the importance of professional ethics in the daily management of an early childhood program.
9. Identify and use current letter, memorandum, report and resume formats.
10. Adopt an appropriate writing strategy for letters, memorandums, and reports which are clear, unified, coherent and demonstrate effective tone and style.
11. Role play situations where directors demonstrate leadership and management skills.
12. Conduct a staff member's performance evaluation and develop strategies for professional development
13. Develop a budget for an early childhood program.
14. Acquire strategies for marketing an early childhood program.
15. Identify funding resources.
16. Write a personal program philosophy with written program goals that support

	<p>developmentally appropriate practices.</p> <p>17. Apply knowledge of licensing and accreditation standards to the set-up of a developmentally appropriate, safe and healthy environment for young children.</p> <p>18. Prepare a policy/procedural manual for families.</p> <p>19. Apply the code of Ethical Conduct in implementation and maintaining a quality program for young children.</p> <p>20. Write various forms, newsletters, advertisements, etc. appropriate for child care facilities.</p>
	<p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p>
	<p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>5. <b>Information Literacy/Continuing Learning</b> - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.</p> <p><b>Demonstrates:</b> Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.</p> <p><b>Does Not Demonstrate:</b> Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required: Video support, Library support.</b> <b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p>Sciarra, D.J., Dorsey, A.G. Developing and Administering A Child Care Center, Albany, NY, Delamr</p> <p>Bredenkamp, S., (Ed.) (1989), Accreditation Criteria &amp; Procedures of the National Academy of Early Childhood Programs, Washington, DC, NAEYC</p> <p>Leadership 1 &amp; 2, Child Care Exchange.</p>