



**EFFECTIVE: JANUARY 2003**

**CURRICULUM GUIDELINES**

A. Division: **Instruction** Effective Date: **01 January 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/ Early Childhood Education** Revision  New Course

**X**

If Revision, Section(s) Revised: **L,M, P**

Date of Previous Revision: **6 October 1993**

Date of Current Revision: **23 September 2002**

C: **ECED 412** D: **Administrative Skills for ECE Centres** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description: This course is for students who wish to increase their skills in managing group childcare and early education facilities. Topics such as program philosophy and policy design, financial management, and staff development and relationships with families and community will be highlighted.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H: Course Prerequisites: ECED 312</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b>	<b>I: Course Corequisites: None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>60 Hours</b>	<b>J: Course for which this Course is a Prerequisite None</b>
	Number of Weeks per Semester: <b>Flexible delivery ranging over 1 to 15 weeks</b>	<b>K: Maximum Class Size: 30</b>
<b>L:</b>	PLEASE INDICATE: <b>Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	<b>X</b> College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>▪ <b>Develop a sound philosophy which reflects both current ECE practice and the values and beliefs of its constituents. This philosophy drives the operations of the educational or care service.</b></li> <li>▪ <b>Understand the history of childcare in Canada and North America, and keep abreast of current issues and trends in the field.</b></li> <li>▪ <b>Know and practice within the legal regulations which govern early childhood licensed settings.</b></li> <li>▪ <b>Develop a clearly articulated and complete set of centre policies and procedures that are consistent with program philosophy. This ensures that administrative decisions are based upon thoughtful and carefully considered guidelines.</b></li> <li>▪ <b>Design and implement child observation and documentation systems which can be used when interpreting child growth and behaviours to parents and allied professionals. The day to day activities of the childcare program are dependent upon a well planned record keeping system where current, relevant information about the children and their families, staffing and payroll, and the governance of the centre are kept.</b></li> <li>▪ <b>Understand and apply the principles of sound financial management.</b></li> <li>▪ <b>Know how to provide varied opportunities for feedback, self-evaluation, professional development and education.</b></li> <li>▪ <b>Lead centre or service by developing a system of compatible and cooperative working relationships with both centre management and personnel.</b></li> <li>▪ <b>Guide the centre through future planning in response to family and community needs. The ECE administrator networks with resource people and organizations in the community and speaks on behalf of the centre in a competent and professional manner.</b></li> <li>▪ <b>Network with resources people and organizations in the community and speak on behalf of the center in a competent and professional manner.</b></li> </ul>
<b>N:</b>	<p>Major Concepts</p> <ul style="list-style-type: none"> <li>▪ <b>A high quality early childhood education (ECE) program starts with a sound philosophy which reflects both current ECE practice and the values and beliefs of its constituents. This philosophy drives the operations of the educational or care service.</b></li> <li>▪ <b>To possess the overview required to administer an ECE centre, one must understand the history of childcare in Canada and North America, and keep abreast of current issues and trends in the field.</b></li> <li>▪ <b>Guiding the operation of programs for young children requires familiarity with the legal regulations which govern childcare.</b></li> <li>▪ <b>Central to effective organization and leadership of an ECE centre is the development and on-going revision of a clearly articulated and complete set of centre policies and procedures which are consistent with program philosophy. This ensures that administrative decisions are based upon thoughtful and carefully considered guidelines.</b></li> <li>▪ <b>Meeting the educational and care needs of children and their families is the primary purpose of quality ECE programs. This begins with the design and implementation of child observation and documentation systems which can be used when interpreting child growth and behaviours to parents and allied professionals. The day-to-day activities of the childcare program are dependent upon a well-planned record keeping system where current, relevant information about the children and their families, staffing and payroll, and the governance of the centre are kept.</b></li> <li>▪ <b>Effective administration requires the understanding and application of the principles of sound financial management.</b></li> <li>▪ <b>The first priority of a competent administrator is concern for all of the people who participate in the childcare environment.</b></li> <li>▪ <b>To ensure that staff maintain their ideals and retain their enthusiasm, the supervisor provides many, varied opportunities for feedback, self evaluation, professional development and education.</b></li> <li>▪ <b>Capable leadership in the centre involves compatible and cooperative working relationships with both centre management and union personnel.</b></li> <li>▪ <b>Capable leadership involves guiding the centre through future planning in response to family and community needs. The ECE administrator networks with resource people and organizations in the community and speaks on behalf of the centre in a competent and professional manner.</b></li> </ul>
<b>O:</b>	<p>Methods of Instruction</p> <p>Lecture</p> <p>Group Discussion and Projects</p> <p>Workshop</p>

<b>P:</b>	Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>
<b>Q:</b>	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <b>Reports</b> <b>Exams</b> <b>Essay</b> <b>Budget Development Project</b>
<b>R:</b>	Prior Learning Assessment and Recognition. <b>This course is available for PLAR.</b>

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Course Designer(s): **Carol Howorth**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar