



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2203 Supervision and Administration

Date: Fall 2022

Credit Hours: 4

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input checked="" type="checkbox"/> Lab	2 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	
<input checked="" type="checkbox"/> Virtual Class Meeting (VCM)	

Offered: Fall Spring Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

Students will integrate knowledge, theory and practical experience to develop skills in administration and supervision of early childhood education centers. The following topics will be included: interpersonal relationships, program planning, staff hiring, staff training and development, motivation, licensing standards, working with a board, establishing policies and procedures, community resources, facility planning, budgeting, purchasing equipment/materials, grouping and enrolling children, managing the food services,

health/safety, center evaluations, working with families, volunteers, and the role of the community. Students will gain hands-on experience through field placement with a local early childhood center director.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to the Gateways ECE and Director Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Role of Administrators in Child Care Settings: The Working Director; Developing Interpersonal Relationships; Assessing Community Need and Establishing a Program; Licensing and Certification; Organizing Center Structure and Working with a Board; Handling Financial Matters; Funding the Program; Developing a Center Facility; Equipping the Center; Staffing the Center; Marketing the Program; Grouping and Enrolling the Children; Managing the Food and the Health and Safety Programs; Evaluating Center Components; Providing for Personal and Professional Staff Development; Working with Families, Volunteers and the Community

INSTRUCTIONAL METHODS:

Lecture
Written assignments
Audio-Visuals
Guest speakers

EVALUATION OF STUDENT ACHIEVEMENT:

Class participation
Periodic exams
Completion of assigned work
Site/Director interviews and visits (job shadowing)
Professional development activity—create a director’s manual (Competency Assessment – EP1, EP2, EP3, PPS1, PPS2, OWC1, T1)
Creation of Policies and Procedures Manual (Competency Assessment LFM1, LFM2, HRD1, MRP1, POFM1, POFM2, FP1)

INSTRUCTIONAL MATERIALS:

Textbooks

Developing and Administering a Child Care and Education Program. 9th Ed. Dorothy Sciarra, Anne Dorsey, Ellen Lynch and Shauna Adams. 2014.
Part 407 Illinois Department of Children and Family Services (DCFS) Day Care Licensing Standards. Revised September, 2014.
<http://www.state.il.us/dcf/docs/407.pdf>

Resources

Gateways ECE Competencies and Suggested Roles
Illinois DCFS Part 407 Licensing Requirements
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Identify the various roles and responsibilities of administrators in child care facilities.

IPTS	ECE Competencies	NAEYC PSCECE
8, 9	PPD1, PPD3, PPD4, PPD7, PPD8, PPD9, PPD10 IDC Competencies: PPS1, PPS2, OWC1, TI	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e

2. Demonstrate understanding of procedures and policies for establishing a child care program, inclusive of DCFS licensing standards, federal, state, and local mandates.

IPTS	ECE Competencies
8, 9	HSW7, PPD10, FCR6, FCR7, IDC Competencies: LFM1, POFM1, POFM2

3. Compile and develop procedures for establishing a budget

IPTS	ECE Competencies
9	IDC Competencies: LFM1, LFM2

4. Describe the process for selection and purchase of equipment and materials

IPTS	IT Competencies
4	IRE7 IDC Competencies: LFM1, POFM2

5. Demonstrate understanding of funding sources for childcare facilities

IPTS	ECE Competencies
9	PPD7 IDC Competencies: LFM2

6. State procedures for hiring training, developing and supervising staff.

IPTS	ECE Competencies

9	PPD7, PPD9, PPD10 IDC Competencies: HRD1
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7. Describe procedures and processes for developing curriculum.

IPTS	ECE Competencies
2, 9	OA5, OA7, CPD2, CPD4, CPD10, IRE1, IRE2, IRE3, IRE7 IDC Competencies: EP1, EP2, EP3

8. Identify and develop strategies for working with families and ways to encourage family involvement.

IPTS	ECE Competencies
8, 9	FCR2, FCR3, FCR4 IDC Competencies: FP1

9. Describe effective marketing, public relations, and community outreach and advocacy of high-quality program to stakeholders

IPTS	ECE Competencies
8, 9	IDC Competencies: MPR1, OWC1, T1