



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2203 Supervision and Administration

Date: Spring 2020

Credit Hours: 4

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

*****10 hours job shadowing early childhood center director needed to complete assigned course work.***

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

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.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

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

IPTS	ECE Competencies	NAEYC Standards
	PPD1, PPD3, PPD4 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

- 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	NAEYC Standards
	FCR6, FCR7, IDC Competencies: LFM1, POFM1, POFM2	

- Compile and develop procedures for establishing a budget.

IPTS	ECE Competencies	NAEYC Standards
	IDC Competencies : LFM1, LFM2	

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

IPTS	ECE Competencies	NAEYC Standards
	IDC Competencies: LFM1, POFM2	

- Demonstrate understanding of funding sources for child care facilities.

IPTS	ECE Competencies	NAEYC Standards
	PPD7 IDC Competencies: LFM2	

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

IPTS	ECE Competencies PPD7, PPD9, PPD10 IDC Competencies: HRD1	NAEYC Standards
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7. Describe procedures and processes for developing curriculum.

IPTS	ECE Competencies OA5, CPD2, CPD4, IRE1, IRE2, IRE3 IDC Competencies: EP1, EP2, EP3,	NAEYC Standards
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8. Identify and develop strategies for working with families and ways to encourage family involvement.

IPTS	ECE Competencies FCR2, FCR3, FCR4 IDC Competencies: FP1	NAEYC Standards
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9. Describe effective marketing, public relations, and community outreach and advocacy of high-quality program to stakeholders.

IPTS	ECE Competencies IDC Competencies: MPR1, OWC1, T1	NAEYC Standards
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MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	1. Identify the various roles and responsibilities of administrators in child care facilities.
Second Goal	
To develop interpersonal capacity.	1. Identify the various roles and responsibilities of administrators in child care facilities.

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
Regular class attendance
Active participation in class and group discussions
Periodic exams
Professional development activity

INSTRUCTIONAL MATERIALS:

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 April 2014

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Regular class attendance (face-to-face and online)
Active participation in class and group discussions (face-to-face and online)
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)

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59

OTHER REFERENCES

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.
Illinois Professional Teaching Standards (IPTS 2010)
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards http://www.dec-sped.org/uploads/docs/about_dec/Professional%20Standards/Inital%20Special%20Education%20Professionals%20in%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf
NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf
Abused and Neglected Child Reporting Act (online training)
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Course Competency/Assessment Methods Matrix

ECE 2203 – Supervision and Administration	Assessment Options																															
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment (ECE, IDC, COMPETENCY ASSESSMENT)
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Identify the various roles and responsibilities of administrators in child care facilities. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:		X										X		X			X													X	X	X
Demonstrate understanding of procedures and policies for establishing a child care program, inclusive of DCFS licensing standards, federal, state, and local mandates. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:												X		X			X													X	X	X
Compile and develop procedures for establishing a budget. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:												X		X			X													X	X	X

Describe the process for selection and purchase of equipment and materials. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:	X												X	X																			X	X	X	
Demonstrate understanding of funding sources for child care facilities. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:													X	X																				X	X	X
State procedures for hiring training, developing and supervising staff. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:													X	X																				X	X	X
Describe procedures and processes for developing curriculum. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:	X												X	X																				X	X	X
Identify and develop strategies for working with families and ways to encourage family involvement. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:													X	X																				X	X	X
Describe effective marketing, public relations, and community outreach and advocacy of high-quality program to stakeholders. ECE COMPETENCY: IDC COMPETENCY: IPTS: NAEYC:	X												X	X																				X	X	X