

ECED-1400: ADMINISTRATION AND LEADERSHIP IN EARLY CHILDHOOD

Cuyahoga Community College

Viewing: ECED-1400 : Administration and Leadership in Early Childhood

Board of Trustees:

June 2022

Academic Term:

Fall 2022

Subject Code

ECED - Early Childhood Education

Course Number:

1400

Title:

Administration and Leadership in Early Childhood

Catalog Description:

Overview of major administrative principles, types of child care centers, legislative mandates, center policies and procedures, liability considerations, design of physical facilities, purchasing, budgeting, recordkeeping, and professional public relations. Programmatic formats as related to philosophical assumptions, educational theories and environmental design with respect to infants, toddlers, preschool and school age settings. Modes of staff support and management including problem solving and conflict resolution surveyed.

Credit Hour(s):

4

Lecture Hour(s):

4

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs or concurrent enrollment.

Outcomes

Course Outcome(s):

A. Provide leadership and supervision for an early childhood program demonstrating the ability to communicate effectively with staff and board members of diverse racial, cultural, and ethnic backgrounds.

Objective(s):

1. Identify indicators of a quality program.
2. Discuss major administrative principles and operational constraints as applied to a variety of settings.
3. Utilize state law and insurance requirements affecting operation of childcare centers within Ohio.
4. Write clearly, state measurable job descriptions for positions of Director, Assistant Director, Lead Teacher, and Assistant Teacher.
5. Create appropriate policies and procedures required by governmental and professional organizations that also align with center philosophy and mission.

6. Identify modes of staff development and support with respect to professional behavior and on-going development of staff members.
7. Demonstrate knowledge of and the ability to use effective techniques for staff problem solving and conflict resolution.
8. Describe a variety of approaches for developing effective public relations.
9. Discuss a variety of communication skills possible to create positive interpersonal relationships among staff members.

Course Outcome(s):

B. Demonstrate financial competence which meets the needs of the center to sustain delivery of early childhood education services.

Objective(s):

1. Set up a functional fiscal budgeting system.
2. Identify fair and competitive wage and tuition structures.
3. Analyze and discuss financial management issues.

Course Outcome(s):

C. Plan and organize a high-quality supportive environment for young children where developmentally appropriate practices are implemented to meet the needs of the children and families enrolled.

Objective(s):

1. Present a written philosophy and mission statement to support an early childhood program based on community needs and personal pedagogy.
2. Describe developmental and educational theories and strategies appropriate for working with young children and families.
3. Develop an appropriate environment to support the care and education of young children.
4. Describe equipment and activities for use in developing appropriate presentation in curricula that support child-initiated choices through exploration and active participation with materials and equipment.
5. Apply federal and state nutritional guidelines to daily meals in order to promote the nutritional needs of young children.

Methods of Evaluation:

1. Written reports
2. Oral reports
3. Business plan for an Early Childhood Center
4. Operating budget
5. Written report comparing and contrasting handbooks from two local centers
6. Create samples of appropriate schedules, curriculum, marketing materials and menus
7. Written handbooks containing policies, and procedures for staff; for parents
8. Written outline of staffing requirements, including job descriptions and salaries
9. Analysis of physical space using industry rating scales (ECERS, PAS); redesign of specific childcare center to provide environmental support for written program
10. Written philosophy based on educational theories for use in specific childcare setting; development of written program based on philosophy
11. Written grievance procedure for use in specific situations
12. Create and apply conflict resolution strategies for both parents and staff
13. Examinations

Course Content Outline:

1. Administrative principles: differences in center types and operation constraints
 - a. Analyze the roles of the director of an early childhood education program
 - b. Research leadership styles and the type of leadership needed in an early childhood education program
 - c. Examine procedures for working with a board of directors
 - d. Identify factors to consider in the formulation of policies
 - e. Examine knowledge of the legislative process, social issues, and public policy affecting young children and their families
 - f. Demonstrate the ability to define organizational problems, gather data to generate alternative solutions, and effectively apply analytical skills in its solution
 - g. Research various record keeping options for centers (budget, child, family, assessment, evaluation, personnel)
 - h. Compare various local centers through interview, handbook research, and licensing reports

2. Laws and regulations: starting a center, insurance
 - a. Identify steps to take in opening a program and how to use a timeline in the process
 - b. Interpret the requirements of regulatory agencies
 - c. Identify forms the program may take and types of insurances needed
3. Handling financial matters
 - a. Appraise financial considerations in operating an early childhood program
 - b. Examine the process of preparing an annual budget
 - c. Compare the types of funding available for child care programs
 - d. Differentiate the components of a "start-up" and "operating" budget
 - e. Differentiate the types of records to keep in managing the monetary resources of an early childhood program
 - f. Examine the various federal, state, and local revenue sources available to ECE programs.
 - g. Develop a business plan
 - h. Identify appropriate tuition rates
 - i. Assign fair and competitive wages
4. Physical facilities: analyzing and utilizing space (selection of materials and equipment)
 - a. Appraise the factors to consider in managing spatial resources in a child care program
 - b. Evaluate the types of equipment to utilize in and ECE program
 - c. Examine the techniques to use in organizing space
 - d. Differentiate environmental components which create a sense of security for children
 - e. Analyze a floor plan for an ECE program that serves any child between the ages of birth and twelve years of age
5. Personnel policies and hiring: professionalism and staff development
 - a. Analyze the role of differing personnel groups in the early childhood setting
 - b. Create job descriptions
 - c. Examine labor laws and their effect on procedures in early childhood education programs
 - d. Identify the processes of: hiring staff, job interviews, job orientations, performance assessments, dismissal of staff, and ongoing training and professional development
 - e. Analyze personnel policies and practices in developing policies
 - f. Identify effective techniques to use in managing and supervising staff
 - g. Examine and evaluate handbooks for staff
 - h. Create a staff handbook based on both the state licensing requirements and the business plan
6. Safety, health and nutrition for all ages
 - a. Differentiate the factors involved in planning for a healthy and safe environment for young children.
 - b. Critique the components of a health and safety policy.
 - c. Appraise the factors to consider in meeting children's health and safety needs.
 - d. Identify types of health problems that may arise with staff or with children
 - e. Analyze the legal responsibilities of providing a safe environment and the liabilities that may develop
 - f. Illustrate emergency evacuation and disaster plans
 - g. Identify security procedures to follow for the safety of children, parents, and staff
7. Developmental and educational foundations for quality programming
 - a. Differentiate the factors involved in planning an effective early childhood education program
 - b. Analyze how program procedures may be developed which affect a children's program
 - c. Differentiate components of assessment of children
 - d. Analyze the components of a variety of ECE program types
 - e. Analyze the needs of children at various stages
 - f. Examine routines, scheduling, and curriculum development for different ages
8. Enrollment and Parent Relations
 - a. Analyze enrollment considerations in early childhood education programs
 - b. Create marketing materials to attract enrollment
 - c. Identify enrollment practices: waiting lists, deferred enrollments, contracts
 - d. Analyze the need for contracts and agreements
 - e. Identify components of parent and child orientations

- f. Evaluate and create forms for enrollment procedures, including those required by the state
 - g. Identify and critique effective forms of communication with parents
 - h. Analyze roles parents may serve in early childhood programs
 - i. Examine and evaluate handbooks for parents
 - j. Identify misunderstanding which may develop when dealing with parents
 - k. Create a handbook for parents to clearly communicate all policies and procedures
9. Community Trends and Relations
- a. Discuss the importance of positive community relations
 - b. Identify types of program visitors and ways they may be incorporated into the program
 - c. Be exposed to professional organizations in the field of ECE
 - d. Discuss the components of accreditation and quality rating scales
 - e. Relate the importance of the provision of quality early childhood programs in our state, society

Resources

Bullard, J. *Creating Environments for Learning Birth to Age Eight*. 3rd ed. Pearson, 2017.

Freeman, N.K., Decker, C.A., Decker, J.R. *Planning and Administering Early Childhood Programs*. 11th ed. Pearson, 2016.

Hearron, P.F. and Hildebrande, P. *Management of Child Development Centers*. 8th ed. Pearson, 2014.

Talan, T.N. and Bloom, P.J. *Program Administration Scale: Measuring Early Childhood Leadership and Management*. 2nd ed. Teacher's College Press, 2011.

Sullivan, D.R. *Learning to Lead: Effective Leadership Skills for Teachers of Young Children*. Red Leaf Press, 2010.

Wortham, S.E. *Assessment in Early Childhood Education*. 8th ed. Pearson, 2020.

Resources Other

1. Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early Childhood Environment Rating Scale, third edition (ECERS-3)*. New York, NY: Teachers College Press.
2. Sciarra Ed.D, D. J., Lynch E., Adams S., Dorsey, A.G. (2016). *Developing and administering a child care and education program* (9th ed.). Boston: Cengage Learn.
3. Ohio Department of Job and Family Services Child Care Manuals. (2021, October 29). Retrieved from <https://emanuals.jfs.ohio.gov/ChildCare/ChildCareCenter/>
4. Ohio Department of Education Child and Adult Care Food Program: Center-Based Component. (2021, September, 17). Retrieved from <https://education.ohio.gov/Topics/Student-Supports/Food-and-Nutrition/Child-and-Adult-Care-Food-Program-CACFP/CACFP-Center-Based-Component>
5. Virtual Lab School (2018, December, 29), Retrieved from <https://www.virtuallabschool.org/>

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