

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 420: Early Childhood Program Development and Management

Created By: Maureen Maiocco, Ed.D.

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
FALL 2018**

- A. **TITLE:** Early Childhood Program Development and Management
- B. **COURSE NUMBER:** ECHD 420
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall
- G. **COURSE DESCRIPTION:**
 This course focuses on the role and responsibilities of the child care program administrator. Students will gain an understanding of the complexities, demands, and rewards of such a position. Topics will include organizational and personnel management, human relations, quality programming and evaluation, and professional standards associated with leading an early care and education center.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): Completion of 45 credit hours or permission of instructor.
 b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

<i>Student Learning Outcomes [SLO]</i>	<i>PLO</i>	<i>GER</i>	<i>ISLO</i>
a. Evaluate leadership styles and assess the competencies needed to develop and successfully administer a childcare center program.	[1] Acquire and apply management principles and business skills for administering high quality early care and education organizations.	N/A	2-Critical Thinking [CA] Critical Analysis
b. Develop personnel policies for recruiting, hiring, supervising, and training childcare staff.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		1-Communication [W] Written
c. Develop a communication plan that supports, engages, and promotes collaboration between children, families, teachers, and the community.	[2] Understand the importance of establishing, maintaining, and supporting partnerships with families through education, communication, engagement, and collaboration.		1-Communication [W] Written
d. Apply principles of management to the unique roles and responsibilities of the childcare administrator.	[1] Acquire and apply management principles and business skills for administering high quality early care and education organizations.		5-Professional Industry Skills

e. Develop principles of financial management and budget planning.	[1] Acquire and apply management principles and business skills for administering high quality early care and education organizations.		2-Critical Thinking [IA] Inquiry and Analysis
f. Evaluate and apply professional standards to ensure quality programming, curriculum, and best practices.	[5] Apply leadership knowledge and skills in early care and education settings for promoting high quality standards of excellence for teachers, families, and children.		5-Professional Industry Skills

J. APPLIED LEARNING COMPONENT: Yes

- Classroom/Lab
- Entrepreneurship - Project

K. TEXTS:

Sciarra, D., Lynch, E., Adams S., & Dorsey, A. (2016). *Developing and administering a child care and education program*. Boston, MA: Cengage Learning.

L. REFERENCES:

NYSAEYC. *New York State Children's Program Administrator Credential Competencies*. <http://nysaeyc.org/wp-content/uploads/CPAC-Competencies-1.pdf>

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

- Quizzes
- Papers
- Project
- Presentation
- Participation

P. DETAILED COURSE OUTLINE:

- I. **The Role of the Director**
 - A. Program Administration
 - B. Leadership Style and Competencies
 - C. Leading and Managing
 - D. Challenges and Rewards

- II. **Establishing a Program**
 - A. Child Services and Community Needs
 - B. Licensing and Compliance
 - C. Program Quality
 - D. Marketing
 - E. Enrollment

- III. **Child Care Center Organization**
 - A. Business Practice

- B. Working with a Board
 - C. Building a Center Community
- IV. **Business Practices**
- A. Financial Planning and Responsibilities
 - B. Payment Policies
 - C. Budgeting
 - D. Types of Funding
- V. **Center Planning**
- A. Space Needs, Ratio, Grouping
 - B. Center and Classroom Design
 - C. Health and Safety
 - D. Cost and Quality
 - E. Equipment
- VI. **Child Care Staff**
- A. Recruiting, Hiring, and Supervision
 - B. Qualifications and
 - C. Personnel Policies
 - D. Professional Development
 - E. Supervision and Mentorship
- VII. **Families and Children**
- A. Enrollment Policies and Procedures
 - B. Building Community
 - C. Family Involvement and Support
 - D. Communication
- VIII. **Curriculum**
- A. Program Philosophy
 - B. Developmentally Appropriate Curriculum
 - C. Supporting Learning and Development
 - D. Short and Long Term Curriculum Planning
 - E. Integrating Early Learning Standards
- IX. **Health, Safety, and Nutrition Planning**
- A. Maintaining a Safe and Healthy Facility
 - B. Promoting Nutrition: Menu Planning and Food Programs
 - C. Promoting Health: Health Records, Children and Adults
 - D. Promoting Safety: Emergency Planning
 - E. Adhering to Local, State, and Federal Requirements
- X. **Program Evaluation**
- A. Purposeful Evaluation
 - B. Observation and Assessment
 - C. Personnel Evaluation
 - D. Program Evaluation
 - E. Curriculum Evaluation
 - F Child Assessment