

Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. **Course Number:** ECE 290
Course Title: Administration of Early Childhood Programs
2. **Description:** This course is designed to guide Early Childhood professionals in establishing or reinforcing existing programs for young children, to give a working knowledge of the concepts, ideas and methods necessary to administer these programs, including Massachusetts Department of Early Education and Care (EEC) regulations, budgets and other financial issues, legal issues, family communication, and staff issues (hiring, firing, supervision, turnover, training). Meets EEC requirements for Director I.
3. **Student Learning Outcomes:** Upon successful completion of this course, students are able to do the following:
 - 1 Standard: Promoting Child Development & Learning
 - 1a. Knowing and understanding young's children's characteristics and needs.
 - 1b. Knowing and understanding the multiple influences on development and learning.
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
 - 2 Standard: Building Family & Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 2c. Involving families and communities in young children's development and learning.
 - 3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
 - 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
 - 4 Standard: Using Developmentally Effective Approaches
 - 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.
 - 5 Standard: Using Content Knowledge to Build Meaningful Curriculum
 - 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
 - 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

- 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. Credits: 3 credits

5. Satisfies General Education Requirement: No

6. Prerequisite: ECE201 (Preschool Curriculum Planning) or ECE202 (Advanced Curriculum Development) or ECE221 (Curriculum Strategies for Teaching Math & Science to Young Children) or ECE230 (Practicum in Early Childhood Education Preschool) or ECE291 (Leadership & Management in ECE)

7. Semester Offered: Fall

8. Suggested General Guidelines for Evaluation: Students are graded on attendance and participation, weekly assignments on topic of the week, staff survey, sample budget, book review, and final project, such as writing an employee handbook, community resource list, staff development program, etc.

9. General Topical Outline: EEC regulations regarding Group Day Care programs, the role of the director, financial issues (operating budget, break-even analysis, start-up budget), forms for day care administration, legal issues, family communication, staff issues (hiring, firing, supervision, turnover, training).