



FRHD*3190DE

Administration of Programs for Children

Course Outline

Winter 2016
Department of Family Relations & Applied Nutrition
College of Social & Applied Human Sciences

Instructor Contact

Instructor Name: Kimberly Squires
Phone Number: (519) 824-4120 Ext. 52682
Email: ksquires@uoguelph.ca
Office: CCC

Course Information

Course Title: Administration of Programs for Children
Pre-Requisites: 7.00 credits including 1 of FRHD*2260, FRHD*2270, PSYC*2450
Co-Requisites: None
Restriction(s): None
Credits: 0.50
Course Website (If applicable): [CourseLink](#)
Method of Delivery: Distance Education, Fully Online

Calendar Description

This course examines the roles and responsibilities of administrators in programs for children with emphasis on the development of appropriate policies and procedures; management of human and financial resources; and internal and external communication within the context of multidisciplinary settings. Attention will be given to quality assurance, professional ethics, and continuing professional development.

Course Description

Welcome to Administration of Programs for Children, FRHD*3190 DE. In this course you will learn about the roles and responsibilities of administrators of early learning and care programs, including but not limited to the development of appropriate policies and procedures, management of human and financial resources, communication within the context of multidisciplinary settings, quality assurance, and continued professional development.

You will be working in small Professional Learning Communities throughout the course. This will allow you to have closer peer interactions and encourage more shared learning opportunities. You will also have the opportunity to take on a leadership role within your learning community to gain experience with facilitating peer learning.

The course website will be our learning environment for this course, so it will be important for you to visit it on a regular basis. Make sure that you take the opportunity to familiarize yourself with it.

Finally, as you may already know, this course is a mandatory course for those students who plan to apply for registration with the College of Early Childhood Educators upon graduation from the Bachelor of Applied Science in Child, Youth and Family. This registration allows you to use the professional designation of Registered Early Childhood Educator. This course is heavily based on the administration of childcare programs within Ontario to ensure that you are qualified for the registration.

Course Learning Outcomes

By the end of the course, you should be able to:

- Evaluate the quality of early learning programs by applying relevant legislation, regulations and professional knowledge in group discussions and a collaborative project;
- Demonstrate an understanding of effective communication and leadership through the design and delivery of peer learning experiences;
- Examine the impact of relevant legislation and regulations on the development and management of early learning programs through independent learning activities, group discussions and a collaborative project;
- Develop an understanding of professional ethics in early childhood education through engagement in discussions and independent learning activities.

Method of Learning

One goal that we have for this course is to provide learners with a variety of applied learning experiences. Why? For 2 reasons. First, not all learners in this course learn identically. What is easy and straightforward to one learner may be very challenging to another. Second, many learners are eager to understand how theory and application

intersect in a variety of practice settings. It's not enough to memorize ideas – it is equally important to be able to make use them, thereby deepening your understanding.

To ensure that we create a successful course, we have to plan learning experiences for a variety of learning styles. We want to model for you a variety of learning strategies so that you will see that there are many ways to provide learning experiences for the adults in your circle of influence when you are an administrator. There are many times when the administrator is a teacher. When he or she works with staff, students or parents, often there is an instructional component. The strategy used to do so needs to fit the intended learner. An administrator has to have an array of teaching methods at his or her disposal.

In this course you will participate in many different types of learning activities. Included will be:

- reading from the text and online
- completing exercises aimed at applying concepts learned
- solving problems presented through case studies and hypothetical situations
- participating in group discussions and negotiating online with classmates to foster critical reflection, analysis and inter-personal communication
- planning and implementing learning experiences for your peers

Course Structure

Unit 1: Introduction

Unit 2: Quality Early Childhood Education in Ontario

Unit 3: Planning and Evaluating Program Goals

Unit 4: Social Policy and Roles of Government

Unit 5: The Canadian Government and Early Childhood Education

Unit 6: Leadership in Early Childhood Programs

Unit 7: Understanding a Social Systems Framework in Early Childhood Programs

Unit 8: Human Resources

Unit 9: Promoting Professionalism

Unit 10: Policies and Procedures to Create Safe and Healthy Learning Environments

Unit 11: Financial Matters

Unit 12: Advocating for Canada's Children and Course Conclusion

Learning Resources

Required Textbook(s)

Title: Administering for Quality: Leading and Collaboration in Canadian Early Childhood Education Programs

Author(s): Karen Chandler

Edition / Year: 5th Edition, 2015

Publisher: Pearson Canada

ISBN: 978-0133119749

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120 ext. 53621](tel:519-824-4120)

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction

Required Reading

Textbook:

Chapter 1

Learning Communities, pp. 100-103

eReserve:

Article in Young Children - How a Professional Learning Community Changed a Family Child Care Provider's Beliefs and Practices

Activities

Unit 1: Activity 1: Introducing Yourself to PLC

Unit 1: Activity 2: Sign up for PLC Teaching Activity

Schedule: Week 2

Unit 02: Quality Early Childhood Education in Ontario

Required Reading

How Does Learning Happen (HDLH)? Ontario's Pedagogy for the Early Years (HDLH)

Recommended Readings/Resources

An Introduction to "How Does Learning Happen? Ontario's Pedagogy for the Early Years" For Leaders

An Introduction to "How Does Learning Happen? Ontario's Pedagogy for the Early Years" For Educators

Early Learning for Every Child Today (ELECT): A Framework for Ontario Early Childhood Settings

Excerpts from ELECT

Activities

Unit 2: Activity 1: Group Planning

Unit 2: Activity 2: Your Philosophy of Learning

Schedule: Week 3

Unit 03: Planning and Evaluating Program Goals

Required Reading

Textbook:

Chapter 5

Recommended Readings/Resources

County of Wellington Child Care Programme Operating Criteria (2013)

Toronto Children's Services Operating Criteria

Activities

Unit 3: Activity 1: Existing Philosophies of Learning

Unit 3: Activity 2: PLC Group Philosophy of Learning

Schedule: Week 4

Unit 04: Social Policy and Roles of Government

Required Reading

CTV News Article - New Study Raises Questions about Outcomes Under Universal Child-Care System

Textbook:

Chapter 2

Recommended Readings/Resources

CBC News Article - Child-care Affordability Varies Widely Across Canada

Child care in Canada Report

CBC News Article – Quebec Daycare Fees to Climb to \$20 per day for Highest Earning Families

County of Wellington Child Care Programme Operating Criteria (2013)

Toronto's Children's Services Operating Criteria

Activities

Unit 4: Activity 1: Examining Local Childcare Programs

Unit 4: Activity 2: Operating Criteria

Assignments

Professional Learning Communities Group Plan

Schedule: Week 5

Unit 05: The Canadian Government and Early Childhood Education

Required Reading

Child Care and Early Years Act

Regulations for the Child Care and Early Years Act

The Star Article – Ontario Tightens Rules Governing Unregulated Daycare

Recommended Readings/Resources

The New Child Care and Early Years Act: What Providers and Parents Need to Know

Modernizing Child Care Within Ontario

Activities

Unit 5: Activity 1: Understanding the Child Care and Early Years Act

Unit 5: Activity 2: Examining Local Childcare Programs

Assignments

PLC Teaching Activity Week 6 Plan

Schedule: Week 6

Unit 06: Leadership in Early Childhood Programs

Required Reading

Textbook:

Chapter 3

Recommended Readings/Resources

Occupational Standards for Child Care Administrators

You Bet We Still Care! Research Study (2013)

You Bet I Care! Research Study (2000)

Activities

Unit 6: Activity 1: Professional Development Opportunities

Unit 6: Activity 2: Week 6 PLC Teaching Activity

Assignments

PCL Teaching Activities Week 6 Participation & Feedback

PCL Teaching Activity Week 6 Facilitation

PCL Teaching Activity Week 7 Plan

PCL Teaching Activity Week 8 Plan

Schedule: Week 7

Unit 07: Understanding a Social Systems Framework in Early Childhood Programs

Required Reading

Textbook:

Chapter 4

Activities

Unit 7: Activity 1: Non-profit vs. For-profit

Unit 7: Activity 2: Week 7 PCL Teaching Activity

Assignments

PCL Teaching Activity Week 7 Participation and Feedback

PCL Teaching Activity Week 7 Facilitation

PCL Teaching Activity Week 6 Reflection

PCL Teaching Activity Week 9 Plan

Schedule: Week 8

Unit 08: Human Resources

Required Reading

Textbook:

Chapter 6

Recommended Readings/Resources

National Occupational Classification (NOC)

Video - How to Hire a New Employee: Training the New Employee

Activities

Unit 8: Activity 1: Hiring Decisions

Unit 8: Activity 2: Week 8 PCL Teaching Activity

Assignments

PCL Teaching Activity Week 8 Participation and Feedback

PCL Teaching Activity Week 8 Facilitation

PCL Teaching Activity Week 7 Reflection

PCL Teaching Activity Week 10 Plan

Schedule: Week 9

Unit 09: Promoting Professionalism

Required Reading

Textbook:

Chapter 7

Video:

AECEO's Professional Pay for Professional Work

Recommended Readings/Resources

College of Early Childhood Educators' Code of Ethics and Standards of Practice

College of Early Childhood Educators' Expectations for Practice Module

Activities

Unit 9: Activity 1: No Qualified Staff

Unit 9: Activity 2: Week 9 PCL Teaching Activity

Assignments

PCL Teaching Activity Week 9 Participation and Feedback

PCL Teaching Activity Week 9 Facilitation

PCL Teaching Activity Week 8 Reflection

PCL Teaching Activity Week 11 Plan

Schedule: Week 10

Unit 10: Policies and Procedures to Create Safe and Healthy Learning Environments

Required Reading

Textbook:

Chapter 8

Recommended Readings/Resources

Toy Regulations of Canada Consumer Product Safety Act

Canadian Toy Testing Council Toy Report 2014

Activities

Unit 10: Activity 1: Creating Policies and Considering their Impact

Unit 10: Activity 2: Week 10 PCL Teaching Activity

Assignments

PCL Teaching Activity Week 10 Participation and Feedback

PCL Teaching Activity Week 10 Facilitation

PCL Teaching Activity Week 9 Reflection

Schedule: Week 11

Unit 11: Financial Matters

Required Reading

Textbook:

Chapter 9

Recommended Readings/Resources

Starting Strong II: Early Childhood Education and Care Report by the Organization for Economic Co-operation and Development

Activities

Unit 11: Activity 1: The Budget as a Reflection of the Philosophy

Assignments

PCL Teaching Activity Week 11 Participation and Feedback

PCL Teaching Activity Week 11 Facilitation

PCL Teaching Activity Week 10 Reflection

Schedule: Week 12

Unit 12: Advocating for Canada's Children and Course Conclusion

Required Reading

Textbook:

Chapter 10

Recommended Readings/Resources

Ontario Coalition for Better Child Care Student Outreach Kit

Activities

Unit 12: Activity 1: Creating and Advocacy Action Plan

Assignments

PCL Teaching Activity Week 11 Reflection

Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Professional Learning Communities Participation	15%
Professional Learning Communities Group Work Plan	5%
Professional Learning Communities Leadership Teaching Activity	20%
Child Care Centre Recruitment Plan	30%
Final Examination	30%
Total	100%

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support
University of Guelph
Day Hall, Room 211

Email: help@OpenEd.uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm
Saturday: 10:00am – 4:00pm
Sunday: 12:00pm – 6:00pm

Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar.](#)

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website.](#)

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director.](#) Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame,

support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper

or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.