

# NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

## **COURSE SYLLABUS**

**Course Title:** Administration and Supervision of Early Childhood Programs

**Course #:** ECE 206/298

**Course Description:** This course aims to develop knowledge of and professional attitude towards business, legal and psychological issues of interest to in-home child care specialists, directors or owners of an early childhood facilities. This course will provide guidelines for a career in nurturing care in the child's own home, in the home of workers, or for establishing a child care and education center.

**Pre-requisite/Co-requisite:** ECE 101 and one curriculum course or instructor approval

**Goals:** The instructor will:

- Assist students to grasp the variety of programs for young children as well as the complexity of managing and supervising early care and education programs.
- Provide current information on NAEYC Accreditation and CT Preschool Standards for early care and education programs.
- Provide multiple opportunities to hear or visit with experienced ECE manager, supervisors and their unique programs for young children.
- Help students base their classroom actions and behavior on accepted practice and current theory and research.

**Outcomes:** Upon successful completion of this course, the student will be able to;

- Dialogue about and implement a standards-based preschool program.
- Describe the fundamentals of a developmentally appropriate care and education program for young children.
- Describe and implement (with support) the overall licensing and accreditation steps and procedures.
- Create a budget and explain ways of funding a program of early care and education.
- Implement appropriate selection and positive orientation of staff.
- Apply and gather information leading to purchasing appropriate materials and equipment for a program.
- Explain the role of the director/operator in curriculum selection and development and the related issue of assessment of young children.
- Identify the types of places and materials used to market an early childhood program.
- Describe and implement effective methods and strategies for working positively with young children, families, staff, teachers, other professionals and the community.

- Encourage positive interpersonal relationships.
- Translate theory into practice by encouraging and establishing classroom actions/behaviors that reflect accepted early childhood professional practice as well as current theory and research.

## **College Policies**

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [cwoodcock@nwcc.edu](mailto:cwoodcock@nwcc.edu).

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at [www.nwcc.edu](http://www.nwcc.edu). Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

**Use of Electronic Devices:** Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

**Sexual Assault and Intimate Partner Violence Resource Team:** NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff. Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orloski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative
Jacob Wujcik		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

## NAEYC ACCREDITATION STANDARDS

### **Standard 1: Promoting Child Development and Learning**

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using development knowledge to create healthy, respectful, supportive and challenging learning environments

### **Standard 2: Building Family and Community Relationships**

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

### **Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c: Understanding and practicing responsible assessment
- 3d: Knowing about assessment partnerships with families and other professionals

### **Standard 4: Teaching and Learning**

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines
- 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

### **Standard 5: Becoming a Professional**

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e: Engaging in informed advocacy for children and the profession

**Supportive Skill 1:** Self-assessment and self-advocacy

**Supportive Skill 2:** Mastering and applying foundational concepts from general education

**Supportive Skill 3:** Written and verbal skills

**Supportive Skill 4:** Making connections between prior knowledge/experience and new learning

**Supportive Skill 5:** Identifying and using professional resources