

OAKTON COMMUNITY COLLEGE SYLLABUS
Fall 2013

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<u>I. COURSE</u>	<u>COURSE</u>	<u>COURSE</u>	<u>CREDIT</u>	<u>LECTURE</u>	<u>LAB</u>
<u>PREFIX</u>	<u>NUMBER</u>	<u>NAME</u>			
ECE	273	Introduction to Early Childhood Administration	3	3	0

II. Course Prerequisite: None

III. Course Description:

Course examines current early childhood administrative practices and procedures. Focus is on the administrator's relationships with governmental, legal, business/finance, medical, social service and educational agencies in managing a program.

IV. Learning Objectives:

The student will demonstrate the ability to:

- A. Know the legal and governmental requirements for the establishment and operation of a child development center.
- B. Demonstrate knowledge of state licensing standards and NAEYC accreditation.
- C. Develop a philosophical foundation written statement upon which program components are based.
- D. Develop and implement strategies for working with community agencies.
- E. Understand strategies for effective supervision and evaluation of staff, volunteers, and other personnel.
- F. Communicate and develop partnerships with parents.
- G. Plan, organize, implement, and evaluate children's programs.
- H. Demonstrate competence in budget planning, financial management, and record keeping.
- I. Identify and use software specific to managing an effective early childhood center.

In addition to the objectives listed above, this course also meets the following Illinois Professional Teaching Standards and the Early Childhood Content Standards as put forth by the Illinois State Board of Education.

Illinois Professional Teaching Standards

STANDARD 1 – Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators – The competent teacher:

- 1A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline(s) in which certification is sought.
- 1B. understands the process of inquiry central to the discipline.
- 1C. understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- 1D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance Indicators – The competent teacher:

- 1F. evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

STANDARD 6 – Instructional Delivery

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Knowledge Indicators – The competent teacher:

- 6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

STANDARD 7 – Communication

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster activity inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators – The competent teacher:

- 7E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

STANDARD 9 – Collaborative relationship

The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

Knowledge Indicators – The competent teacher:

9A. understands schools as organizations within the larger community context.

9B. understands the benefits, barriers, and techniques involved in parent/family relationships.

9C. understands school and work-based learning environments and the need for collaboration with business organizations in the community.

9D. understands the collaborative process.

9E. understands collaborative skills which are necessary to carry out the collaborative process.

9F. understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

9G. understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators – The competent teacher:

9H. initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.

9I. works with colleagues to develop an effective learning climate within the school.

9J. participates in collaborative decision-making and problem-solving with other professionals to achieve success for students.

9K. develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.

9L. works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote students' learning and well-being.

9M. identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.

9N. collaborates in the development of comprehensive individualized education programs for students with disabilities.

STANDARD 10 – Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicators – The competent teacher:

10A. understands that reflection is an integral part of professional growth and improvement of instruction.

10B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10C. understands major areas of research on the learning process and resources that are available for professional development.

Performance indicators – The competent teacher

10E. uses classroom, observation, information about students pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

10F. collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.

10G. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

10H. actively seeks and collaboratively shares a variety of instructional resources with colleagues.

10I. assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

STANDARD 11 – Professional Conduct and Leadership

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Knowledge Indicators – The competent teacher:

11A. understands the unique characteristics of education as a profession.

11B. understands how school systems are organized and operate.

11C. understands school policies and procedures.

11D. understands legal issues in education.

11E. understands the importance of active participation and leadership in professional organizations.

11F. is familiar with the rights of students with disabilities.

11G. knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

11H. knows identification and referral procedures for students with disabilities.

Performance Indicators – The competent teacher:

11I. contributes knowledge and expertise about teaching and learning to the profession.

11J. follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.

11K. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

11Q. promotes and maintains a high level of integrity in the practice of the profession.

Early Childhood Content Standards

STANDARD 1 – Curriculum

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children’s competence across all developmental areas and content areas.

Knowledge Indicators – The competent early childhood teacher

1A. Demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: Language and Literacy (English Language Arts); Mathematics; Science; Health, Safety, Nutrition, and Movement (Physical Development and Health); Art, Music, Drama (Fine Arts); and Social Science.

1B. Understands conceptually sound and meaningful curriculum for children from birth through grade three.

1C. Demonstrates an understanding of current research, best practice and professional standards

Performance Indicators – The competent early childhood teacher

1D. Plans, implements and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade three.

1E. Participates in a variety of experiences, which support the professional standards.

STANDARD 8 – Human Development and Learning

The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.

Knowledge Indicators: The competent early childhood teacher

8A. understands how children from birth through grade three develop physically, socially, emotionally, cognitively, linguistically, and aesthetically.

8B. understands how to provide learning opportunities, which support and enhance each area of development-physical, social, emotional, cognitive, linguistic, and aesthetic.

8C. understands how brain development from birth through grade three is promoted through developmentally and culturally appropriate learning experiences.

8D. understands how children from birth through grade three differ in their development and in their approaches to learning.

8E. understands how to support the development and learning of individual children from birth through grade three.

8F. understands the developmental consequences of stress and trauma on children and their families, including attention to protective factors and resilience.

8G. understands the development of mental health and the importance of supportive relationships.

8H. understands basic health, nutrition, and safety needs of children from birth through grade three including specific procedures related to health, safety, and nutrition for infants and toddlers.

8I. understands appropriate procedures for responding to childhood illnesses and communicable diseases.

STANDARD 9 – Diversity

The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learn and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three.

Knowledge Indicators: The competent early childhood teacher

- 9A. understands conditions that affect children’s development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.
- 9B. understands cultural and linguistic diversity and the significance of familial, sociocultural, and political contexts for development and learning,
- 9C. recognizes that children are best understood within the contexts of family, culture, and society.
- 9D. understands the function of the home language in the development of young children and the interrelationships among culture, language, and thought.

STANDARD 10 – Planning for Instruction

The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals.

Knowledge Indicators: The competent early childhood teacher

- 10A. understands how to plan developmentally and culturally appropriate curriculum.
- 10B. understands the rationale for developmentally and culturally appropriate practice.
- 10C. understands how to develop short and long-range instructional plans, which are based on play, open-ended inquiry, and long-term investigation.
- 10D. understands how to use and integrate appropriate technology resources into classroom instruction.

STANDARD 13 – Communication

The competent early childhood teacher uses knowledge of effective, written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicators: The competent early childhood teacher

- 13E. understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators – The competent early childhood teacher

- 13F. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

STANDARD 15 – Collaborative Relationships

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and community service agencies, to support children’s learning and well-being.

Knowledge Indicators – The competent early childhood teacher

15A. understands schools as organizations within the larger community context.

15B. understands the benefits, barriers and techniques involved in parent/family relationships.

15C. understands the collaborative process and skills, which are necessary to carry out the process.

STANDARD 16 – Reflection and Professional Growth

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community, and actively seeks opportunities to grow professionally.

Knowledge Indicators: The competent early childhood teacher

16A. understands that reflection is an integral part of professional growth and improvement of instruction.

16B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

16C. understands major areas of research on the learning process and resources that are available for professional development.

Performance Indicators – The competent early childhood teacher

16D. reflects on practices, articulates a philosophy and rationale for decisions, and continually self-assesses and evaluates the effects of choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.

16E. actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources and experiences to inform and improve practice.

STANDARD 17 – Professional Conduct and Leadership

The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children’s learning and well-being.

Knowledge Indicator – The competent early childhood teacher

17A. understands the unique characteristics of education as a profession and a professional code of conduct [as defined by the Illinois School Code.]

17B. understands how school systems are organized and operated

17C. understands school policies and procedures.

17D. understands legal issues in education.

17E. understands the importance of active participation and leadership in professional education organizations.

Performance Indicators – The competent early childhood teacher

17F. demonstrates an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families; and programs for young children and the early childhood professional.

17G. demonstrates an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

17H. follows codes of professional conduct and exhibits knowledge of expectations of current legal directives.

17I. serves as an advocate on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

17J. demonstrates an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

17K. recognizes signs of emotional distress, child abuse, and neglect in young children and understands the responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

17L. communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

17M. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

V. Academic Integrity:

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Details of the Code of Academic Conduct can be found in the Student Handbook.

VI. Outline of Topics:

- A. An Introduction of Early Childhood Administration
- B. Ensuring Program Quality
- C. Policies & Procedures
- D. Financial Management & Marketing
- E. Facility & Equipment
- F. Nutrition, Health & Safety
- G. Supporting & Supervising Staff
- H. Collaborating with Families
- I. Evaluation & Assessment
- J. Leadership & Advocacy

VII. Methods of Instruction:

This course will be conducted in an online study basis. This will include

- 1. Online lessons and lectures
- 2. Reading of the e-textbook
- 3. Online discussions
- 4. Field assignment

VIII. Course Practices Required:

- A. Reading of texts will be required.
- B. Student will be required to demonstrate competency by successfully completing written assignments and online discussions.
- C. Student will be required to participate in online discussion.

IX. Instructional Materials:

Students are responsible for all readings as assigned.

Textbook Title:

Administration of Early Childhood Programs

Author: Ann Gadzikowski

Publisher: Bridgepoint Education, 2013

ISBN-10: 162178570X

ISBN-13: 978-1-62178-570-5

This textbook is only available as an e-textbook. There is no print edition.

Purchasing Information

1. Students access the Thuze bookstore to purchase the e-textbook by clicking on this link:

<http://www.edmapbookstore.com/storefront/getbooks/THZSP/0/isbn/THUZE.PS.ECE.9781621785705>

2. Students search for the textbook using this book code into the ISBN field on the Bookstore Home Page:

THUZE.PS.ECE.9781621785705.

3. After locating the eTextbook, students have the following options for purchase:

- **Web and Mobile Apps** (\$35) - accessible via web (visit learn.thuze.com), iPad and Android tablet/phone
- **PDF** (\$20, in addition to the \$35) - printing is still available in the eTextbook. However, if they want to purchase PDF, these are optimized for printing and can be used on other reading devices (Kindle, Nook, iBooks)
- **Audio** (\$20, in addition to the \$35) - great for on-the-go learners; commuters can listen to it in the car/personal devices (anywhere MP3 is supported)

4. Once the order is placed, the student's Thuze account will be created and they will receive two emails:

- The first email provides them with their initial login credentials (username and temporarily password). This email also includes directions for logging into Thuze.
- The second email notifies them of the book they have purchased.

If students have any problems with purchasing their eTextbook, they should contact Support by emailing customer_service@edmap.com or by visiting:

- <http://www.edmapbookstore.com/storefront/showContact/thzsp>

Note: Current textbook information for each course and section is available on Oakton's Schedule of Classes.

X. Methods of Evaluating Student Progress:

1. Written assignments
2. Final project
3. Final exam essay
4. Online discussion

Student work will be evaluated using the following point system:

Director Interview	50 points
Child Care Center Budget	50 points
Board Meeting Observation	50 points
Final exam essay	50 points
Final Project	100 points
Discussion participation	100 points
Total points possible	400 points

<u>Grading Scale</u>	<u>Point Distribution</u>
A 90-100%	360-400
B 80-89%	320-359
C 70-79%	280-319
D 60-69%	240-279
F 59% and lower	239 and below

PLEASE NOTE: *All work handed in late will be marked down at least one full letter grade. Work more than one week past deadline will not be accepted and student will receive a zero for that assignment.*

Written Assignments

Written assignments must be typed and double-spaced. Neatness, spelling, and adherence to assignment requirements will be considered in grading assignments. Students are expected to proofread assignments prior to submittal. All assignments must be original, with credit given to any ideas that are not the student's own (authors, researchers, etc.). Sources must be cited in bibliographic form.

XI. Other Course Information

The instructor will provide each class with further information as to attendance, policies, and support systems.

Plagiarism/Cheating policies are covered under the Code of Academic Conduct section of the current catalog.

If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the Access and Disability Resource Center at the Des Plaines or Skokie campus. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

Oakton Community College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation, or marital status in admission to and participation in its educational programs, college activities and services, or employment practices. The college does not tolerate sexual harassment or sexual assault of its students or employees.

OAKTON ECE ESSENTIAL FUNCTIONS

Oakton's Early Childhood Education ("ECE") Program prepares students for a range of teaching positions at the early childhood level, from infancy through preschool. Whether pursuing an Associate in Applied Science ("AAS") degree, one of several certificates, or a state-recognized credential, all ECE students must:

1. Achieve a minimum grade of C in all ECE courses; and
2. Successfully complete field experiences in an ECE setting.

ECE students pursuing an Associate in Applied Science degree must also successfully complete two semesters of practicum experiences – one in an Oakton ECE Center classroom and one in an approved early childhood center in the community. To apply for a state credential, ECE students must complete corresponding Certificates or the AAS degree.

All ECE students are expected to satisfactorily perform the following essential functions in field and/or practicum settings:

- Provide care for (i.e. diapering, dressing, feeding, soothing, interacting) and supervision of children. The provision of care and supervision involves the following physical skills:
 - To work for prolonged periods at various heights including standing, sitting, bending, kneeling, and crawling heights; to easily lift/move young children; to quickly reach an endangered or injured child.
 - Ability to observe children and consistently keep track of activity in the physical environment.
 - Ability to monitor activity, interactions, and environmental sounds.

- Plan, direct and conduct programming for children which meets their developmental needs. Planning, directing, and conducting such programming involves the following cognitive skills:
 - Application of developmental theory and curriculum to field/practicum interactions, activities, planning, and assessment.
 - Use of organizational and time management skills to carry out multiple tasks in the field/practicum setting.
 - Effective written and oral communication with children, families, co-workers, and program visitors.

- Demonstrate the skill and competence necessary to contribute to each child's physical, intellectual, personal, emotional, and social development. Factors contributing to the attainment of this standard include:
 - Emotional maturity when working with children;
 - Cooperation with the purposes and services of the program;
 - Respect for children and adults;
 - Flexibility, understanding and patience;
 - Physical and mental health that do not interfere with child care responsibilities;
 - Good personal hygiene;
 - Frequent interaction with children;
 - Listening skills, availability and responsiveness to children;
 - Sensitivity to children's socioeconomic, cultural, ethnic and religious backgrounds, and individual needs and capabilities;
 - Use of positive discipline and guidance techniques; and
 - Ability to provide an environment in which children can feel comfortable, relaxed, happy and involved in play, recreation and other activities.

- Maintain a healthy and safe environment for children consistent with state licensing rules.
- Understand responsibilities as a mandated reporter of suspected child abuse and/or neglect.

OAKTON COMMUNITY COLLEGE – EARLY CHILDHOOD EDUCATION
PROGRAM
Departmental Grading Guide

This guide is intended to be used for written assignments and essay questions, as they apply, on exams.

Grading Scale: Based on Percentage Points

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

A – Exemplary Mastery	B – Exceeds Acceptable Mastery	C – Adequate Mastery	D – Minimal Mastery	F – Inadequate Performance
<p>Careful, thoughtful, often original consideration of issues.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. All of the appropriate material is included. 2. No unrelated or irrelevant material is included. 3. The organization of the paper or essay answer reflects a clear understanding of the 	<p>Organized presentation and discussion of material. Ideas appear clearly understood in student’s own terms. Shows high academic standards of work.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. Some of the appropriate material is missing; <u>or</u> 2. some unrelated or irrelevant material is included; <u>or</u> 3. the organization of 	<p>Meets all requirements at a basic level of understanding. Work may be somewhat sketchy in some areas and not thoroughly thought out. There is little evidence of involvement at the personal or intellectual level. There is some question about whether the student fully understands the material.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. Some appropriate material is missing; <u>and/or</u> 	<p>The assignment/answer partially meets the requirements. The student demonstrates little understanding and/or effort to understand the material.</p> <p>Additionally:</p> <ol style="list-style-type: none"> 1. Some, or a lot of the appropriate material is missing; <u>and</u> 2. some, or a lot of unrelated or irrelevant material is included; <u>and</u> 3. the 	<p>The assignment/answer fails to meet minimal requirements. The student demonstrates a lack of understanding and/or effort to understand the material.</p> <p>Additionally:</p> <p>So much appropriate material is missing that the assignment/answer reflects no real understanding of the material.</p>

<p>material and the interrelationship of the various parts of the paper/answer.</p> <p>4. The paper is typed. The paper is also grammatically and typographically correct (does not apply to in-class exam answers, which are hand-written).</p>	<p>the assignment/answer does not reflect a clear understanding of the material and/or the interrelationship of the various parts of the paper/answer.</p> <p>4. The paper is typed with no more than 3 grammatical or typographical errors (does not apply to in-class exam answers which are hand-written).</p>	<p>2. some unrelated or irrelevant material is included; <u>and/or</u></p> <p>3. the organization of the assignment/answer reflects a misunderstanding of the material and the interrelationship of the various parts of the paper/answer.</p> <p>4. The paper is typed with no more than 5 grammatical or typographical errors (does not apply to in-class exam answers, which are hand-written).</p> <p>In other words, a “C” assignment/answer is one in which there are problems in <u>two</u> of the above areas.</p>	<p>organization of the assignment/answer reflects a misunderstanding of the material and the interrelationship of the various parts of the assignment/answer.</p> <p>4. The paper is typed with numerous grammatical or typographical errors, which contribute to a lack of clarity (does not apply to in-class exams, which are hand-written).</p> <p>In other words, a “D” assignment/answer is one in which there are problems in <u>three</u> of the above areas, or serious problems in <u>two</u> of the above areas.</p>	
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Revised December 2010

D2L Discussion Board

Participation in the Discussion Board is worth a total of 100 points for the class (or 10 points per discussion question).

The following is a rubric for grading student participation in each discussion:

	10 points	8 points	6 points	4 points	2 points	0 points
Number of replies	More than 2 responses, at least one directly to question and at least one to other student responses	At least 2 responses: 1 to initial question, 1 to student response	Minimum of 1 response to the initial question; additional answers to students a possibility	1 response	1 response	Did not answer question for the week
Proof of knowledge	Able to relate answer back to text in thoughtful and insightful manner; Can also relate answer to other/self experience	Relates answer back to text as well as experience	Relates to text and/or experience without much insight or depth	Relates to experience, but not to text or lecture	Relates only to experience without depth in answer	Nothing to grade