



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### ECED 661-01, DIRECTING EARLY CARE AND EDUCATION PROGRAMS, SPRING 2011

**Instructors:** Dr. Leslie Sevey, HM 042, 456-8268, [LSEVEY@RIC.EDU](mailto:LSEVEY@RIC.EDU), Office Hours:  
**Thursday 3:00 - 4:00 or by appointment**

**Department:** Elementary Education/Early Childhood, Chair: Dr. P. Cordeiro

### 1. COURSE INFORMATION

#### Class Location and Time:

Gaige 213, Thursdays 4:00 - 6:50pm

*Course Description:* Quality day care and preschool programs are analyzed, as well as the administrative functions necessary to maintain and improve these programs. Topics include staff training, supervision, licensing regulations, and budgeting. Offered spring, 3 credits.

*Prerequisite:* Graduate status, ECED 506 or consent of department chair.

<i>Learning Objective</i>	<i>Standards</i>	<i>How is it assessed?</i>
1. Student will demonstrate an understanding of FSEHD's Conceptual Framework with specific focus on areas related to the field of early childhood education, reflective practice, knowledge of child development, pedagogy, diversity, technology, global perspectives, and performance assessment.	NAEYC: 1, 2, 3, 4, 5	
2. Students will develop a broad understanding of the historical and policy perspectives in early care and education day care and preschool programs.	NAEYC: 1, 3,4,5	
3. Students will develop an understanding of quality of care and the discourse of "quality" and its relationship to developmentally appropriate practices, diversity, documentation, observation, assessment, standards, and accreditation.	NAEYC: 1, 2, 3, 4, 5	
4. Students will analyze, react to, and report about currently important/critical issues and concerns in early childhood education and quality early care and education programs.	NAEYC: 1, 2, 3, 4, 5	Practicum Evaluation
5. Compare and contrast issues relevant to a diverse range of day care and preschool settings demonstrating increased initiative, strength, and confidence in communicating and defending ideas as a reflective practitioner/researcher, including the creation of a research paper.	NAEYC: 3, 4, 5	Ethics Research Paper
6. Develop and refine research and presentation skills through class participation, preparation, and presentations.	NAEYC: 4, 5	

### 2. COURSE TEXTS AND MATERIALS

Bredenkamp, Sue & Copple, Carol. Developmentally Appropriate Practice in Early Childhood Programs, Revised Ed. Washington, D.C.: NAEYC, 1997.

Sciarra, D.J., Dorsey, A. & Lynch, E. (2010). *Developing and administering a child care and education program, 7<sup>th</sup> edition.* Clifton Park, NY: Delmar.

### 3. COURSE CALENDAR

<i>Day/week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
Session 1 RIC 1/27	<ul style="list-style-type: none"> <li>◆ Introduction to course</li> <li>◆ <b>What is Quality?</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Handouts</li> </ul>	
Session 2 On-Line 2/3	<ul style="list-style-type: none"> <li>◆ <b>The Role of a Director in a High Quality Early Care &amp; Ed. Program</b></li> <li>◆ Manager &amp; Leader</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sciarra, Dorsey, &amp; Lynch: Ch's 1, 2</li> <li>◆ Posted Readings</li> </ul>	Program Contract
Session 3 RIC 2/17	<ul style="list-style-type: none"> <li>◆ <b>Establishing a Program</b></li> <li>◆ Program Philosophy</li> <li>◆ Program Policies</li> <li>◆ Working with Families and the Community</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sciarra, Dorsey, &amp; Lynch: Ch's 3, 16</li> <li>◆ Posted Readings</li> </ul>	Director Roles and Responsibilities Audit
Session 4 On-Line 3/10	<ul style="list-style-type: none"> <li>◆ <b>Developing a Program Curriculum</b></li> <li>◆ The Difference Between a Written Curriculum Framework and Classroom-Level Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>◆ Posted Readings</li> </ul>	Program Philosophy Statement
Session 5 RIC 3/24	<ul style="list-style-type: none"> <li>◆ <b>Maintaining Quality</b></li> <li>◆ Evaluating Program Components</li> <li>◆ Developing Strategic Plans</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sciarra, Dorsey, &amp; Lynch: Ch's 14</li> <li>◆ Posted Readings</li> </ul>	Curriculum Framework
Session 6 On-Line 4/7	<ul style="list-style-type: none"> <li>◆ <b>Management</b></li> <li>◆ Staff Selection/Personnel Policies</li> <li>◆ Staff Supervision &amp; Training</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sciarra, Dorsey, &amp; Lynch: Ch's 10</li> <li>◆ Posted Readings</li> </ul>	Program Evaluation/Strategic Plan
Session 7 RIC 4/14	<ul style="list-style-type: none"> <li>◆ <b>Management</b></li> <li>◆ Liscensing &amp; Certification</li> <li>◆ Maintenance, Health &amp; Safety</li> <li>◆ Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sciarra, Dorsey, &amp; Lynch: Ch's 4, 13</li> </ul>	Personnel Policies
Session 8 RIC 5/5	<ul style="list-style-type: none"> <li>◆ Final Presentations</li> </ul>		Program Portfolio Presentation

### 4. REQUIREMENTS

#### Requirements and Expectations:

**Attendance:** You are required to attend and arrive on time for all lectures. If you must be late or absent from class it is your professional responsibility to inform the instructor. This course will be run as a hybrid course with some in-class meetings as well as on-line discussions; utilizing Blackboard.

**Participation:** Preparation, including completing course readings is necessary to take part in discussions during lectures. Class discussions should help individuals clarify thinking, define problems, develop alternatives, apply professional standards and grow in understanding the role of an early care and education administrator.

**Disposition:** Your professional disposition will be assessed in the following ways:

- attendance
- participation
- collegial interaction with professor and classmates

**Assignments:** Each assignment will be worth 10 points.

Individual assignments will be designed to support the development of a Program Portfolio and Strategic Plan.

#### Program Portfolio and Strategic Plan:

Current research regarding the definition of "High Quality" in early education programs will be utilized to develop an evaluation for one early education program. The evaluation will be used to develop a Strategic Plan for Improvement. Throughout this process, students will explore and take on the various roles of a program director required to manage and lead an early education program. The final result will be a Program Portfolio that demonstrates the evaluation and improvement process of one early education program.

## Final Grading System

A	94 & above	C+	77-79.9%
A-	90-93.9%	C	74-76.9%
B+	87-89.9%	C-	70-73.9%
B	84-86.9%	F	69.9% and below
B-	80-83.9%		

## 5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

## 6. REFERENCES/RESOURCES

### References

**Internet Resources** – <http://www.>

American Academy of Pediatrics	aap.org
Association for Childhood Education International (ACEI)	udel.edu/bateman/acei
Center for Career Development in Early Care and Education	ericps.crc.uiuc.edu/ccdece.html
Child Care Information Exchange	ccie.com
Classroom Connect	classroom.net
CLAS Culturally & Linguistically Appropriate Services	clas.iuc.edu/
Early Childhood Education Online	ume.maine.edu/cofed/eceol/Welcome.html
Early Childhood Mentoring Alliance	ccw.org
Early Childhood Research and Practice	ecrp.uiuc.edu/
ECAP Collaborative	ecap.crc.uiu
Education Leadership	asce.com
ED/ORE National Institute Early Childhood Development and Education	ed.gov/offices/OERI/ECI
Educational Resources Information Center	accesseric.org:81
Electronic Journal for Inclusive Education	Ed.wright.edu/~prenick/index.htm
Goals 2000: A Progress Report	ed.gov/pubs/goals/progrpt/index.html
National Association for Family Child Care	nfacc.org
National Association of Educators Of Young Children	naeyc.org/

National Association of Child Care Resource and Referral Agencies	nacrra.net
National Association of Early Childhood Specialist in State Dept. of Ed.	Ericps.crc.uiuc.edu/naecs/
National Black Child Development Institute	nbcdi.org
National Center for Early Development & Learning	fpg.unc.edu/~ncedl/
National Child Care Association	nccanet.org/
National Institute on Out-of-School Time	wellesley.edu/WCW/CRW/SAC
National Latino Children's Institute	ncli.org
National Institute for Community Innovations	nici.org
North Central Educational Laboratory	ncrel.org
Phi Delta Kappa	pdkintl.org
Research on Early Education (New Zealand)	nzcer.orgnz/research/childhood.htm
RI Department of Education	ridoe.net/e_links/Default.html
Teaching Pre-K to 8	Teaching K-8.com
The National Academy for Child Development	nacd.org
Transitions in Early Childhood	edfac.unimeld.edu.au/LED/tec/topics.shtml
U.S. Department of Education	ed.gov/pubs/TeacherGuide/
Young Children	naeyc.com
Zero to Three	zerotothree.org