



**HONOURS BACHELOR OF APPLIED SCIENCE  
EARLY CHILDHOOD DEGREE COMPLETION PROGRAM**

**WINTER 2013  
Section(s): DE  
ECS\*3040**

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<b>Course Title:</b>	Administration of Programs
<b>Pre-requisites:</b>	10.0 credits, including ECS*3030
<b>Co-requisites:</b>	N/A
<b>Credits:</b>	0.5
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	Distance Education, Online

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## **Calendar Description**

Using resources found on the Internet, along with assigned readings from the text and other sources and online conferences, students study the important roles, responsibilities, skills and techniques available to administrators of high quality child care programs. Students consider the effective planning and utilization of resources (money, human energy, physical resources and time) to provide services to children and families while meeting the needs of the community. This course will draw on students' field placement or practical experiences to discuss concepts related to the operation of quality care and education programs for children up to school age.

## **Course Learning Outcomes**

On completion of this course the student will be able to:

1. Understand the current direction of the government legislation and policies of all three levels of government and their impact on the operation of child care services.

2. Demonstrate an understanding of the factors to consider and the process needed to establish a licensed child care program in Ontario.
3. Design a business plan for a childcare program.
4. Analyze capital, set up, and operational budgets of high quality child care programs and develop examples of these independently.
5. Analyze the responsibilities and risks associated with providing care and education to young children and to plan and develop policies and procedures to minimize risks.
6. Articulate one's own philosophy of management.
7. Apply the requirements of the Day Nurseries Act.
8. Analyze the best methods of recruiting, selecting, evaluating and disciplining staff in child care programs as they relate to Ontario's employment-related legislation.
9. Identify administrative roles and functions within child care organizations.
10. Identify differences in governance and operation between profit and non-profit organizations and how they influence quality child care operations.
11. Develop mission and program philosophy statements.
12. Understand the perspectives of multiple stakeholders in child care programs.

## Course Purpose

In this course students need a working knowledge of the Ontario Day Nurseries Act (DNA) so they are able to comply with these regulations while in field placements. Upon graduation, application to the College of Early Childhood Educators will require a course focusing on the application of the DNA. As leaders in their field, Early Childhood Services graduates of the University of Guelph-Humber will be utilizing the information provided in this course.

## Method of Delivery

This course is a fully interactive online course, offered exclusively in a Distance Mode. This method of delivery differs from traditional courses in that it requires discipline, time management, and pacing. To successfully complete this course it is essential that students begin work as of the first week of classes, participate regularly throughout the semester, and complete all assignments. **Students are required to access the course website frequently (at least three times per week).** Participating online regularly is critical to success in this course.

## Learning Resources

### Required Textbook(s):

**Title:** Administering for Quality: Canadian Early Childhood Development Programs  
**Author:** Karen Chandler  
**Edition:** 4<sup>th</sup> Edition, 2012  
**ISBN:** 978-0-13-211358-8

**Title:** Cites & Sources: An APA Documentation Guide  
**Author:** J. Haig, V. MacMillan & G. Raikes  
**Edition:** Revised 3<sup>rd</sup> Edition (2010)  
**Publisher:** Nelson Education  
**ISBN-13:** 978-017-650406-9

### eReserve:

Students will be required to access readings and web resources electronically on the course website through ARES (eReserve) at the McLaughlin Library at the University of Guelph (see Course Schedule section for a list of the required readings and resources).

**Note:** The Day Nurseries Act of Ontario (including the Regulations) and the Day Nurseries Manual are key *required* resources used throughout this course. You can find these resources on **eReserve**.

### Supplementary Information:

Note that you are also responsible for all content and activities presented in the units on the course website. As part of the various learning activities included in the course, you may be asked to visit web links, find additional online readings or view videos. This information supplements the readings from the textbook. Course examinations will be based on both the textbook readings and the information presented in the online units.

## Course Schedule

Weeks	Unit	Required Readings and Resources	Assignments
1	<b>Unit 01:</b> Foundation Tools	<p><b>Text:</b></p> <p>Ch. 1 &amp; Glossary (pp. 296-303)</p> <p><b>eReserve:</b></p> <p>Friendly, M. &amp; Prentice, S. (2009). <i>About Canada: Childcare</i>. Fernwood Publishing. Halifax, N.S.</p> <p>Government of Ontario. (1990). <i>Day Nurseries Act</i> (R.S.O. 1990, CHAPTER D.2, amend 2010). <i>Service Ontario eLaws</i> [website].</p> <p>Government of Ontario. (1990). <i>Day Nurseries Act</i> (R.R.O. 1990, Regulation 262, amend 505/06). <i>Service Ontario eLaws</i> [website].</p> <p>Government of Ontario, Ministry of Children and Youth Services. <i>Day Nurseries Manual</i> [PDFs].</p> <p>Government of Ontario, Ministry of Education. (2011). <i>Glossary of Terms and Definitions</i>. <i>Service Ontario eLaws</i> [website].</p>	
2, 3	<b>Unit 02:</b> Childcare Organizations in the Canadian Context	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Ch. 2</li> <li>• Ch. 3 (pp. 95-104)</li> </ul>	DUE (Week 3): Group Case Study Part I: Stakeholder Letter
4, 5	<b>Unit 03:</b> Childcare Operations: Philosophy and Planning	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Ch. 4</li> <li>• Ch. 6</li> </ul>	
6	<b>Unit 04:</b> Financial Management	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Ch. 9</li> </ul>	DUE (Week 6): Partial Business Plan: Part I
<b>Reading Week</b>			

<b>Weeks</b>	<b>Unit</b>	<b>Required Readings and Resources</b>	<b>Assignments</b>
7	<b>Unit 04:</b> Financial Management (Continued)	<b>Text:</b> <ul style="list-style-type: none"> <li>• Ch. 9</li> </ul>	DUE (Week 7): Group Case Study Part II: Board Responsibilities and Letter
8, 9, 10	<b>Unit 05:</b> Human Resources	<b>Text:</b> <ul style="list-style-type: none"> <li>• Ch. 5</li> <li>• Ch. 3</li> <li>• Ch. 6</li> </ul>	DUE (Week 9): Partial Business Plan: Part II
11, 12	<b>Unit 06:</b> Safe and Effective Physical Facilities for Children and Adults	<b>Text:</b> <ul style="list-style-type: none"> <li>• Ch. 7</li> <li>• Ch. 8</li> <li>• Ch. 10</li> </ul>	DUE (Week 11): Group Case Study Parts III & IV: Job Description and Interview Questions
<b>*Final Examination</b> (to be scheduled within final exam period)			

\*The Final Examination will be conducted on-campus at the University of Guelph-Humber. All final exams are 2 hours in length and will be scheduled by Registrial Services and available online at <http://guelphhumber.ca/registrar/schedules>

## Evaluation

Students will be evaluated in this course through:

<b>Course Evaluation</b>	
<b>Assignments*</b>	<b>Value</b>
<b>Group Case Study Assignment</b> <ul style="list-style-type: none"><li>• Part I: Stakeholder Letter (10%)</li><li>• Part II: Board Letter (10%)</li><li>• Part III: Preparation of a Job Description (5%)</li><li>• Part IV: Mock Interview Questions (10%)</li></ul>	35%
<b>Preparation of a Partial Business Plan</b> <ul style="list-style-type: none"><li>• Part I: Program Mission, Philosophy and Description (15%)</li><li>• Part II: Budget (20%)</li></ul>	35%
<b>Final Exam</b> (to be scheduled within final exam period)	30%
<b>Total</b>	<b>100%</b>

\* Unless otherwise stated, all assignments are due Sundays by 11:59 pm (ET) of the week in which they are due, unless the assignment is due during the last week of classes, in which case the assignment is due by 11:59 pm on the final day of the semester. Specific due dates and assignment descriptions can be found on the course website in the **Evaluation** and **Timeline** sections respectively. All written assignments are to be submitted to the online **Dropbox** located on the course website.

## Online Support

If you need any assistance with the software tools or the website, contact the Centre for Open Learning and Educational Support Help Desk at:

### Technical Support

University of Guelph  
Email: [help@coles.uoguelph.ca](mailto:help@coles.uoguelph.ca)  
Tel: 519-824-4120 ext. 56939  
Toll-Free: 1-866-275-1478

Hours of Operations:  
Monday - Friday: 8:30am - 8:30pm Eastern Time  
Saturday, Sunday & Holidays: 10am - 4pm Eastern Time

## Important University of Guelph-Humber Academic Regulations Academic Policies

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

**NOTE:** The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the University's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

### **Dropbox Policy**

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be submitted online through the course website Dropbox, unless otherwise specified by the professor.

### **Academic Integrity / Academic Honesty**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber 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 should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the Guelph-Humber Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

### **Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### **Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admissions and Program Advisor for details.



## **Accommodation Procedures**

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "**DS Memo to Faculty**".

### **When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

## **Early Childhood Program Policies**

### **Preamble**

Early Childhood Educators wishing to use the registered ECE credential must meet the rigorous requirements of the Ontario College of Early Childhood Educators (CECE). The Early Childhood Program policies are a reflection of the requirements of employers in the human services sector and of the professional college of Early Childhood Educators, as well as legislation governing this profession. All standards referred to below are taken from the CECE Code of Ethics and Standards of Practice (2011).

### **1. Meeting Deadlines**

*Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators obtain and review information relating to children under their professional supervision in a timely manner. Learning to meet deadlines is a critical professional skill.*

Evaluation of all assignments will take into account an individual's or group's ability to complete assignments within established deadlines — an important quality in the human services field.

- 1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.
- 1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.
- 1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.
- 1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.

- 1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student **via e-mail** to the professor **at least 24 hours** before the assignment's original due date/time.
- 1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.
- 1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.
- 1.8 Deductions will not be applied to assignments granted an extension by the professor.

## 2. **Submitting Assignments**

- 2.1 Assignments will be submitted according to the method and location specified by the professor.
- 2.2 The due date and time of all assignments will be specified by the professor. In addition any specific details regarding submission of assignments will be clearly indicated by the professor.
- 2.3 For hybrid courses, the professor will indicate if the assignment is to be submitted in class or through the online Dropbox (course website).
- 2.4 For fully Distance Education courses, all assignments must be submitted through the online Dropbox (course website).

## 3. **Missed Tests (Does not include Final Exams)**

*Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.*

- 3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **prior to the date of the test**. Supporting evidence for the exceptional circumstance may be required by the professor.
- 3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

*Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.*

## 4. **English Language and APA Citation Style Standards**

*Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators build effective relationships with colleagues and other professionals by using clear verbal and written communications. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.*

4.1 Early Childhood Educators are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6<sup>th</sup> edition).