



COURSE: EDU 262 EARLY CHILDHOOD ADMINISTRATION II

HOURS: Lecture: 3 Lab: 0 Shop/Clinical: 0 Credits: 3

COURSE DESCRIPTION:

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

PREREQUISITE(S): EDU 261

COREQUISITE(S): EDU 119. DRE 098

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

Sciarra, D.J., and A. G. Dorsey. *Developing and Administering a Child Care Center*, 9th Edition. Albany, NY: Wadsworth Cengage Learning, 2016. Print. ISBN 9781305088085

NC Division of Child Development. *North Carolina Child Care Regulations*. Raleigh, NC. Print. Item# 10015088

STUDENT LEARNING OUTCOMES:

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

1. Identify a professional leadership philosophy and style.
2. Identify and demonstrate through portfolio assignments, appropriate management and organizational skills such as preparing a business plan, managing time factors effectively, and delegating responsibilities.
3. Demonstrate, through portfolio assignments, appropriate knowledge and application of state licensing regulations for a child care/early childhood education program in NC.
4. Determine income and expense needs of a program, and implement strategies, through portfolio assignments, for creating and managing a budget.
5. Develop strategies for marketing and fund development for a child care/early childhood education program.

6. Develop key components of personnel policies such as an employee handbook; as well as guidelines for effective staff selection, for supervision of personnel, for staff professional development, and for staff evaluation.
7. Develop strategies for evaluating a child care/early childhood education program.
8. Identify effective strategies for actively involving families in a child care/early childhood education program.
9. Discuss strategies for managing key legal issues relevant to child care programs including personnel/labor laws, reporting suspected child abuse and neglect, program liability, child custody, and the Americans with Disabilities Act
10. Develop plans for advocacy activities that are important to administration of an early childhood education program.
11. Identify key community and statewide organizations/agencies that are resources for child care programs and the families they serve, and utilize information about these organizations in assisting staff and families to access resources.
12. Apply for the N.C. Administration Credential, if all requirements for the credential are met, according to regulations of the N.C. Division of Child Development.

SYLLABUS INFORMATION:

The Student Learning Outcomes listed in this syllabus are those required actions that a student who successfully completes the course must be able to perform. The educational experience, however, is a two-way, interactive process involving both the student and the instructor. The student must play an active role in the learning process in order to be successful. Instructors will provide an Instructor's Syllabus at the first class meeting explaining how they measure each of the Student Learning Outcomes. A student who is unable to accomplish the outcomes will not receive a passing grade in the course.

The information in this BCC Syllabus may not be accurate beyond the current semester. Textbooks and other course materials are subject to change. Students should verify the textbooks at the first class meeting with their instructor prior to purchasing.

GRADING SYSTEM:

Brunswick Community College employs a system of letter grades and corresponding quality points per grade to evaluate a student's performance in meeting the stated goals and objectives for each course. The grading system is published in the [BCC Catalog and Student Handbook](#).

ATTENDANCE POLICY:

Each student has individual responsibility for attending class regularly and for meeting course objectives. A student is expected to attend all class meetings in a course. Rules on tardiness and leaving class early are addressed in each

instructor's syllabus. Instructors are required to record absences and report excessive absenteeism to the Registrar.

If a student is absent for any reason in excess of 20 percent of the class hours, he or she is in violation of the Brunswick Community College attendance policy. Unless the student officially withdraws from the course prior to the 65 percent point of the 16 week semester (or equivalent days for courses of other duration), he or she may receive a grade of "F."

Students who receive an "EXCESSIVE ABSENTEEISM NOTICE" are advised to contact their instructors immediately to review the conditions for withdrawing from the course or for continuing the course.

STUDENTS WITH DISABILITIES:

Brunswick Community College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which require that no qualified student with a disability be excluded from participation in or be denied the benefits of any services, programs or activities on the basis of his or her disability. If a student has a disability that is covered by the Americans with Disabilities Act and requires accommodations in the classroom and/or in extracurricular activities, the student must request the accommodations in writing and submit the request to the Disability Services Coordinator. Instructors will not provide accommodations without notification from the Disability Services Coordinator. Brunswick Community College will make every effort to provide reasonable accommodations.