Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Apply relevant legislation and necessary administrative procedures for operating a child care centre. Reflect on the importance of the supervisor/administrator’s role in establishing an effective team and mentoring relationships, personnel management, and the role of professional and community resources.

Course Learning Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:
1.) Examine the organizational framework of a child care centre's operation.
   1.1.) Interpret the relevant legislations of the Child Care & Early Years Act, 2014.
   1.2.) Describe the required administrative procedures and policies to operate a child care centre.
   1.3.) Identify the role of government.
   1.4.) Compare the organizational structure of child care programs.
   1.5.) Describe the aspects of quality child care.
2.) Develop effective communication and relationships with staff, peers, families and children.
   2.1.) Identify the importance of effective communication.
   2.2.) Apply effective leadership styles.
   2.3.) Analyze interpersonal skills related to team building and mentoring.
   2.4.) Describe employment relationships.
   2.5.) Recognize symptoms of stress.
   2.6.) Distinguish how the roles and responsibilities of the Supervisor/Director contribute to a quality setting.
3.) Evaluate practices in accordance with ethical and professional standards as developed by recognized organizations.
   3.1.) Identify the role of professionalism of Early Childhood Education.
   3.2.) Examine the College of E.C.E. Standards of Practice and the Code of Ethics.
   3.3.) Recognize professional organizations related to Early Childhood Education.
   3.4.) Research practices relative to professional ethics and standards.
3.5.) Analyze the publication How Does Learning Happen? Ontario's Pedagogy for the Early Years.

Relationship to Vocational Learning Outcomes: This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

Early Childhood Education VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development. (T,A) VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. (T,A) VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. (T,A) VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment. (T,A) VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. (T,A)

Required Texts:

Required Resources: These are available on-line.


Course Evaluation:
Assignment 1: Child Care & Early Years Self Quiz and Reflection (20%)
Part A: Read the Child Care & Early Years Act and complete the online Licensing Standards Self-test:
Once you have successfully completed the online test, download and save your certificate.
Part B: Answer the following reflection questions using reference from Administering for Quality chapters 1 and 2 and How Does Learning Happen?
1. After completing the CCEYA Self-test, reflect on how this exercise has made you more accountable as an educator. What are your responsibilities to children and, families and other professionals?
2. Describe how the Child Care and Early Years Act supports the principles that guide high quality learningcare.
3. How might this process (completing the CCEYA Self-test) be valuable to parents, other educators and supervisors?
Submit Part A (Certificate) and Part B to the Assignment 1 submission folder.

Assignment 2: Quality Assurance (20%)
Early Childhood Program evaluation tools are discussed in Module 3 readings. Research an Early Childhood Program evaluation tool of your choice. Provide a brief introduction outlining the tool you have chosen to use. Answer the following reflection questions:
1. Considering this tool for continuous quality improvement, how will this tool support each of the four foundations: Belonging, Engagement, Expression and Well Being?
2. Describe 3 specific goals for improvement or enhancement of quality that you would implement in an Early Learning and Child Care Program.
3. How does using this evaluation tool support your professional development in the ECE profession?
Assignment 3: Professional Organizations (20%)
“Engaging in online professional learning is important to Early Childhood Educators. It is part of the culture of the profession and an integral component of both professionalism and leadership” (College of Early Childhood Educators, 2017, p. 4).
Review the list of Professional Organizations (list provided in Avenue to Learn under our Course Content/Assignments).
Choose TWO (2) professional organizations to research.
(Introduction)
1. Provide a brief overview of each organization, including contact information, membership fees, etc.
2. Describe, in your own words, what the mission, philosophy and/or mandate of the organizations are.
3. What are the benefits of being a member? Include all professional development opportunities or resources available to members.
(Body)
1. Who do you feel benefits from this organization? (think outside of just members) Why?
2. Review the College of ECE, Code of Ethics and Standards of Practice (2017) Standard IV: Professionalism and Leadership (p. 14). Based on your research, how has this information enhanced your view of your own professionalism?
(Conclusion)
1. Would you become a member of these organizations? Why or Why not?
This assignment should be written in essay form, follow APA format and be approximately 1000 words in length.
Submit to the Assignment 2 submission folder.

Midterm-20%
Final exam 20%
Written Work and Late Submissions:
All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: http://csd.mcmaster.ca
All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date. In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

Grading Policy:
The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

McMaster University Statement on Inclusivity and Academic Integrity:
The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.

These values are foundational to ensuring campus environments – both in-person and virtual – are conducive to personal wellbeing and academic success.

Inclusivity and a Culture of Respect

As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities
It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Additional information about the Code and netiquette can be found here

Academic Integrity and Honesty

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, (e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript which reads: “Grade of F assigned for academic dishonesty”) and/or suspension of expulsion from the university).

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

Some helpful information can be found here

MCMASTER UNIVERSITY GRADING SCALE

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Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

| Week 1  | Module 1: The Organizational Framework of Child Care Part I  
Course Introduction  
Defining Quality Early Childhood Programs | Learning Plan  
Chapter 1 |
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Chapter 2  
Video: Out of Control Child Care Costs in Canada |
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| Week 3  | Legislative Framework – CCEYA  
Assignment 1 – Due | Child Care and Early Years Act 2014 137/15  
https://www.ontario.ca/laws/regulation/15013 |
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| Week 4  | Module 2: The Organizational Framework of Child Care Part II  
Child Care Licensing and Child Care Licensing Manual  
Canadian Safety Association (C.S.A) | Child Care Licensing  
http://www.earlyyears.edu.gov.on.ca/EYPortal  
AND  
http://www.edu.gov.on.ca/childcare/licensing_resources.html  
Child Care Licensing Manual  
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