

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2002	Course Title: Operation of an Early Childhood Facility		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input checked="" type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This introductory course provides an overview for early childhood administrators to develop and enhance their leadership role in designing and implementing quality early care and education programs. The student will study the following topics: organizational leadership and management, programming, and financial and legal issues. This course meets the requirements for the Education Program Administrator Foundational Level Credential.			
Prerequisite(s): Florida Child Care Professional Certificate (FCCPC) or National Child Development Associate (CDA or CDA-E)	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Recognize the leadership role of the program administrator in creating and sustaining an effective organizational structure in an early childhood and education setting by:

- a. Developing a written mission statement and center philosophy for a early childhood and education program.
- b. Discussing organizational structure and its relationship to job responsibilities.
- c. Applying the National Association for the Education of Young Children (NAEYC) Professional Code of Ethics to a variety of case scenarios.
- d. Discussing strategies to foster self-esteem, professionalism and motivation among staff.
- e. Identifying early childhood professional organizations.

Competency 2: Apply knowledge of effective personnel policies and procedures, and systems for staff recruitment, development, management, and evaluation by:

- a. Identifying the basic components of a personnel policy according to best practices.
- b. Developing job descriptions for staff.
- c. Identifying State of Florida mandated ratios and comparing them with those required for Gold Seal/NAEYC Accreditation.
- d. Evaluating assessment tools for staff that include areas of strengths and areas for improvement
- e. Examining strategies for professional development of staff.
- f. Discussing effective recruitment strategies.

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Competency 3: Apply effective financial planning including such areas as budgeting, accounting, compensation, purchasing, and maintenance systems by:

- a. Discussing strategies for accurate monitoring of income and expenditure.
- b. Developing the categories/line items to be included in a budget.
- c. Identifying funding sources such as tuition, fees, grants, fund-raising, etc.

Competency 4: Produce effective publicity and marketing strategies by:

- a. Discussing methods of generating positive publicity for the center.
- b. Creating a promotional tool (ad, brochure, video, business card, etc.) that will reflect a center's philosophy and can be used to promote the program.

Competency 5: Recognize sound practices related to legal obligations and responsibilities in early childhood management by:

- a. Researching the federal, state and local regulations that govern early childhood centers.
- b. Discussing the laws related to liability and insurance requirements.
- c. Outlining the requirements of the Americans with Disabilities Act, the Occupational Safety and Health Administration, and the Equal Employment Opportunity Council.
- d. Identifying the requirements for insurance coverage for the operation of a early childhood center.
- e. Discussing personnel related regulations including hiring, firing, wage and hour laws.

Competency 6: Describe how to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment that includes curriculum based on principles of child development and professional standards by:

- a. Explaining the characteristics of developmentally appropriate practices (DAP).
- b. Utilizing a checklist to conduct an evaluation of anti-bias principles and practices as they relate to classroom environment, curriculum and staffing.
- c. Discussing professional standards, accreditation criteria and evaluation instruments in the design and implementation of quality programs for children and families.
- d. Applying developmentally appropriate guidelines to design programs and enhance program quality.
- e. Examining the relationship between various theories of child growth and development and appropriate early childhood curriculum.
- f. Summarizing the NAEYC position paper on "Responding to Linguistic and Cultural Diversity."

Competency 7: Implement systems for ongoing assessment and documentation related to individual children by:

- a. Describing the variety and purpose of assessment techniques.
- b. Comparing and utilizing various assessment instruments and discussing the strengths and weaknesses of each tool.
- c. Compiling a list of community resources available for screening, assessment and referral of children for services.
- d. Explaining the importance of collaborating with other schools regarding transition of children from one program to another.

Competency 8: Implement systems for monitoring practices related to health, safety and nutrition by:

- a. Discussing professional standards and best practices related to health and safety, including facilities, program, staff and children.
- b. Creating a plan of action for implementing and monitoring health and safety concerns including such areas as universal precautions, hand washing, toileting, diapering, medication policy, and ill child policy.
- c. Utilizing a safety checklist to evaluate playground safety.
- d. Identifying the characteristics of a well-balanced diet for young children.
- e. Discussing the availability of low cost health insurance for children.

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Competency 9: Demonstrate policies that promote alliances with families and collaboration among programs, families and community resources by:

- a. Reviewing the importance of family involvement in all aspects of early care and education programs.
- b. Discussing the strengths and needs of families with recognition of the importance of respecting cultural diversity.
- c. Explaining the importance of supporting families through the inclusion of children with disabilities into the classroom.
- d. Identifying the values of working as partners with parents.
- e. Creating a parent handbook.
- f. Compiling a list of public and private community resources for families.

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