Course Competencies Template - Form 112

GENERAL INFORMATION	
Name: Dr. Susan Neimand	Phone #: (305) 237-6152
Course Prefix/Number: EEC2520	Course Title: Early Childhood Organizational Leadership and Management
Number of Credits: 3	

Degree Type	☐ B.A. ☐ B.S. ☐ B.A.S ☒ A.A. ☒ A.S. ☐ A.A.S. ☒ C.C.C. ☐ A.T.C. ☐ V.C.C
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1

☐ New Course Competency   ☒ Revised Course Competency

Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): ☐ Yes   ☒ No

The above course links to the following Learning Outcomes:

☒ Communication   ☒ Social Responsibility
☐ Numbers / Data   ☒ Ethical Issues
☒ Critical thinking   ☒ Computer / Technology Usage
☒ Information Literacy   ☐ Aesthetic / Creative Activities
☐ Cultural / Global Perspective   ☐ Environmental Responsibility

Course Description (limit to 50 words or less, **must correspond with course description on Form 102**):
This course is one of three courses designed to provide current early childhood administrators the opportunity of satisfying one of the educational requirements for the Florida Advanced Level Child Care and Education Administrator Credential. The student will learn skills and information in the following areas: organizational structure and dynamics; ethics and professionalism; leadership personnel policies and relationships; and the evaluation and retention involved in staff development.

Prerequisite(s): EEC2002	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: **Explain aspects of Organizational Structure and Dynamics, including the major responsibilities of a early childhood and education program administrator and ways to create and maintain the early childhood center's culture and climate by:**

    a. Describing an early childhood center's organizational structure and the different staff positions within the organization.
    b. Identifying the various roles and responsibilities of all center personnel.
    c. Creating written job descriptions for all positions within a childcare center.
    d. Comparing policies and procedures of various early childhood programs.
    e. Discussing strategies of time management as they relate to the role of early childhood and education program director/administrator.
    f. Analyzing different instruments for staff, director and program evaluations.

Competency 2: **Apply Ethics and Professionalism in the field of Early Childhood Education Program by:**

    a. Analyzing the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct and the ethical responsibilities an administrator has to children, to families, to staff, and to the community.
    b. Identifying strategies for educating center staff, including volunteers, on maintaining professionalism in the center and staff's ethical responsibilities to children, to families, to staff, and to the community.
    c. Discussing the importance of maintaining confidentiality in a program, proper record keeping of confidential information, as well as identifying strategies to promote confidentiality among staff and

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volunteers.

d. Identifying and discussing various ways program administrators may effectively advocate for children and families at state and federal levels.

Competency 3: Model leadership skills by establishing a personal philosophy of early childhood education and family support that is reflected in practices that enhance the program's quality by:

a. Comparing the written philosophy and goals of various early childhood programs and creating one applicable to the administrator's center.
b. Comparing mission statements of various early childhood programs and creating one to match the philosophy of the administrator's center.
c. Recognizing the variety of leadership styles, and identifying the style that is best suited to the administrator.
d. Analyzing the effects of leadership on program quality, and developing a plan for personal growth as a leader and a reflective practitioner in an early childhood organization.

Competency 4: Develop and monitor Personnel Policies and Relationship building practices that positively impact the morale of the center by:

a. Examining personnel policies and procedures of various early childhood programs.
b. Developing various staffing patterns for an early childhood program, and comparing required and preferred ratios and their effects on quality programming.
c. Discussing the various types of employment status: full time, part time, hourly, salary, contract, and wage and hour laws.
d. Examining various programs job descriptions, and identifying the necessary components including; qualifications, responsibilities, duties and relationships with children, families, and other staff.
e. Analyzing the policies and procedures for recruiting, hiring, and termination.
f. Discussing the components of effective staff meetings.
g. Discussing the strategies used by various centers for building team spirit, resolving conflicts, and implementing change in the organization.
h. Analyzing strategies that encourage and support staff involvement in decision-making and the benefits of doing so, including fostering self-esteem, professionalism, and motivation among staff.
i. Discussing various methods for mentoring staff.

Competency 5: Establish and apply policies in Staff Development, Evaluation and Retention that maintain the quality of the center by:

a. Creating a staff professional development plan.
b. Implementing effective staff training strategies and providing training materials.
c. Reviewing various types of evaluation procedures, including: self-evaluation, performance planning, observation, and the use of a staff portfolio.
d. Identifying various staff evaluation instruments and their effectiveness as tools for staff development and determining staff competence.
e. Identifying steps of progressive discipline to assist an employee in improving unacceptable performance.
f. Comparing and contrasting various program alternatives in disciplinary actions and/or termination procedures.
g. Identifying and discussing career development issues in the field of early childhood education.
h. Establishing procedures to improve staff retention.
i. Examining the high cost of turnover.