

**Course Description****EEC2523 | Programming & Management for Early Childhood Administrators | 3.00 credits**

The student will learn about developmentally appropriate environments, curriculum, and professional standards for early childhood care program administrators. The student will develop an understanding of child observation, assessment, documentation, and referrals and their importance. The student will learn about program evaluation, health, safety, healthy nutrition practices, and the importance of partnerships with families. This course meets the requirements for the Florida advanced level child care and education administrator credential.

**Course Competencies**

**Competency 1:** The student will plan and sustain a developmentally appropriate environment and curriculum that recognizes basic principles of child development and an understanding of developmental stages and individual differences by:

1. Identifying variables involved in quality programming, such as philosophy, policies, and family participation
2. Describing developmentally appropriate practices for children birth to 8 years
3. Summarizing strategies for including family characteristics in the early childhood program
4. Researching, comparing, and contrasting developmentally appropriate software for use with young children

**Competency 2:** The student will apply accreditation or other professional standards to assess quality in an early childhood program by:

1. Discussing components of quality programming such as the national association for the education of young children NAEYC Accreditation standards
2. Comparing and contrasting the NAEYC accreditation standards with other accreditation standards used in the state of Florida
3. Researching and using various evaluation instruments recommended by professional organizations for improving center quality
4. Discussing needed components for a program's plan for improvement

**Competency 3:** The student will maintain a system for on-going assessment and documentation of individual children in the program related to planning for services, referrals, and for transitions to other services and programs by:

1. Comparing and contrasting various professional organizations position statements on the evaluation of young children
2. Discussing various assessment tools to determine which are most effective for use in the administrator's early childhood center
3. Identifying different components to be included in staff in-service training on assessment and evaluation
4. Identifying the steps to be taken in requesting an evaluation for children suspected of needing special services
5. Identifying, comparing and contrasting various resources of community agencies serving children with special needs
6. Describing and discussing how to best educate and assist families during the transition from an early childhood center to elementary school

**Competency 4:** The student will demonstrate knowledge of maintaining a system for monitoring practices related to health, safety and nutrition by:

1. Comparing and contrasting local, state, and national standards on health, safety, and nutrition

2. Researching the components of staff training related to health and safety in the early childhood center
3. Discussing the USDA food programs guidelines for early childhood centers
4. Identifying and discussing resources for parents on low-cost health insurance plans for young children
5. Analyzing the state mandated requirements for reporting child abuse
6. Comparing and contrasting various early childhood centers maintenance procedures for checking building, equipment, and materials for health and safety concerns

**Competency 5:** The student will implement policies promoting alliances with families and collaboration among programs, families, and community resources by:

1. Defining family involvement
2. Discussing the importance of family involvement throughout the program
3. Examining early childhood models that have successfully developed partnerships with families
4. Comparing and contrasting various community support systems, including public and private resources, available to families and ways to access them
5. Identifying and discussing components of a quality staff in-service training for creating a family literacy program, including community resources available to the families in the program
6. Comparing and contrasting various enrollment policies and procedures to determine how they promote or hinder family involvement