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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EEC 2521 ADMINISTRATION OF A CHILD CARE CENTER (3 CREDITS)**

This course provides a foundation for the educational, financial, and personnel management of a child care center or family child care home.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Leadership

• Staff recruitment, hiring, supervision, development

• Marketing

• Budgeting

• Regulations relating to child care centers

• Maintaining systems for ongoing program and child assessment

• Standards and curriculum relating to school readiness

• Family and community involvement and communication

• Systems for monitoring practices related to health, safety, and nutrition

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Analyze**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will analyze the ways in which stakeholders impact a child care center to synthesize a graphic delineating the interrelationships.
* The students will apply their understanding of the factors that contribute to the fiscal viability of a child care center to create a budget.
* The students will analyze the multiple roles of a child care center director as a leader, staff developer, community builder, educator, and administrator to formulate a job description.
* The students will develop a statement of philosophy that is aligned with the operating procedures of a child care center.
* The students will evaluate leadership characteristics as they relate to the child care administrator.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will demonstrate the ability to communicate with staff and parents of the children served regarding curriculum, and other important issues to the entire setting.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Stakeholders web**

Students will design a web that identifies potential stakeholders in a child care center that includes annotations explaining the relationship of each stakeholder with a center and vice versa.

**Line item budget**

Students will determine the potential sources of income and expenditures of a child care center to create a balanced line item budget.

**Leadership style assessment**

Students will complete two assessments of leadership styles and make note of their individual style in order to participate in class discussion of leadership.

**Center plan project**

Students will create a comprehensive project that includes:

* + Job descriptions for center director and for teachers
	+ Comprehensive table of contents and response plan for potential emergency situations and their aftermaths.
	+ Written marketing plan to identify the target population for the child care center and a minimum of ten strategies to market to that population.
	+ A program brochure to be used in marketing
	+ Statement of philosophy to include: the importance of early childhood education, identification and brief description of the theories underlying their philosophy, the roles and impact of adults within the center, the role of the children’s families and the broader community, and how young children learn and are motivated.
	+ A description of their learning goals for children, their choice of a curriculum to achieve those goals, and an assessment instrument to determine progress toward meeting those goals.

**Indoor and outdoor group setting design**

Students will submit a drawing of their ideal indoor and outdoor group setting for young children.

**Parent Policy Handbook and Staff Handbook**

Students will write a comprehensive table of contents for both a parent policy handbook and a staff handbook.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)