

**Undergraduate Curriculum Committee
Meeting Minutes
November 10, 2016
3:30 pm, UC 222**

Members Present: Diana Bailey, Lisa Driskell, Eric Elliott, Sean Flanigan, Geoffrey Gurka, Glenn Hoff, Eliot Jennings, Scott Kessler, Jennifer LaBombard-Daniels, and Susan Longest.

Members Absent: Keith Fritz, Jennifer Hancock, and Jill Van Brussel

Ex-officio members present: Kurt Haas (AVPAA), Holly Teal (Registrar).

Guests: Maggie Bodyfelt (Registrar's Office), Kristy Reuss (Health Sciences).

Recording Secretary: Kurt Haas and Jessie Barnett

Chair Kessler called the meeting to order at 3:30

I. Announcements

- A) Meeting minutes from 9/22/16 approved by Faculty Senate on 10/20/2016
- B) Corrections were submitted for the 10/27/16 meeting minutes that were sent out for approval via email. Hard copies of the revised minutes are available.

**Motion: To approve the amendment to last week's [10/27/16] minutes (Flanigan/Gurka).
Motion carried.**

II. Curriculum Proposals

Summary of committee actions on curriculum proposals begins on pg. 2.
(Further details on approved proposals begins on pg. 3.)

III. Information Items

IV. New Business

With no new business, the meeting adjourned at 3:38.

**Respectfully submitted,
Jessie Barnett (with assistance from Kurt Haas)
Recording Secretary**

Summary of UCC Actions on Curriculum Proposals

11/10/2016

Proposal	Committee Action	Members (motion/second)	Effective Date
1 Course Modification: EDEC 101 Introduction to Early Childhood No discussion.	Acknowledged	Elliot, LaBombard- Daniels	Fall 2017
2 Course Modification: EDEC 102 Introduction to Early Childhood Professions Lab Experience No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
3 Course Modification: EDEC 103 Guidance Strategies for Young Children No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
4 Course Modification: EDEC 205 Nutrition, Health, Safety No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
5 Course Modification: EDEC 238 Early Childhood Development 0-8 Years No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
6 Course Modification: EDEC 240 Curriculum and Development: Early Childhood No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
7 Course Modification: EDEC 241 Early Childhood Administration: Human Relations No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
8 Course Modification: EDEC 250 Exceptionalities in Early Education No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017
9 Course Modification: EDEC 264 Administration in Early Childhood No discussion.	Approved	Elliot, LaBombard- Daniels	Fall 2017

Curriculum Committee Proposal Summary

11/10/2016

Department: WCCC

Course Modifications

EDEC 101

Current

Proposed

Course Prefix: EDEC

Course No.: 101

Credit Hours 3

Course Title: Introduction to Early Childhood

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Teacher: 1193

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

WCCC AA, Liberal Arts-Early Childhood Ed: 2263

Teacher Ed BA, Early Childhood Education-Special Education

WCCC Tech Cert (A-M), Early Childhood Entry-level Teacher: 1194

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

- A. Define evidence-based practices in Early Childhood Education.
- B. Demonstrate knowledge and comprehension by applying theories to curriculum approaches.
- C. Identify developmental milestones for children from birth through age eight years in each developmental domain.
- D. Describe best practices for health, safety and nutrition young children and apply state standards to the early childhood setting.
- E. Define developmentally and culturally appropriate practices for programs serving young children and the practical application to early childhood settings.
- F. List strategies for building relationships with families and the local community.
- G. Identify bias-free attitudes and practices supporting diversity and inclusion in early childhood programs.
- H. Demonstrate an understanding of professionalism in Early Childhood Education: use the NAEYC Code of Ethics; explore career options; demonstrate professional oral and written communication skills; develop the foundation of a personal electronic portfolio; work collaboratively as a team; and advocate for early childhood education.
- I. Demonstrate basic knowledge of the Colorado Child Care Licensing Rules and Regulations, Qualistar Rating System and NAEYC Accreditation requirements.
- J. Identify appropriate guidance techniques and classroom management strategies.
- K. Utilize technology for documentation and communication.

Student Learning Outcomes, proposed:

1. Demonstrate an understanding of professionalism in Early Childhood Education including: following the National

Association for the Education of Young Children (NAEYC) Code of Ethical Conduct; demonstrating
UCC 11/10/2016 Minutes.

Faculty Senate Approval 2/2/2017

Course Modifications

professional

oral and written communication skills; working collaboratively as a team; identifying ways to advocate for early

childhood education; and exploring career options.

2. Identify developmental milestones for children ages birth through age 8 years in each developmental domain.

3. Describe best practices for health, safety and nutrition for young children and apply state regulatory requirements

for nutrition, health, and safety in the early childhood setting.

4. Define developmentally and culturally appropriate practices for programs serving young children.

5. Explain basic early childhood and early childhood special education terminology.

6. Identify strategies for building relationships with families and the local community.

7. Explore bias-free attitudes and practices for supporting diversity and inclusion in early childhood programs.

8. Identify appropriate guidance techniques and classroom management strategies.

9. Demonstrate basic knowledge of national, state, and local regulatory agencies and quality initiatives.

10. Practice child observation skills used in early childhood program settings, including direct and indirect observation, and objective documentation.

11. Identify links between observation and assessments to create individualized learning goals.

12. Identify the importance of communicating observation and assessment information to families in a sensitive manner

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 102

Current

Course Prefix: EDEC

Course No.: 102

Credit Hours 3

Course Title: Introduction to Early Childhood Professions
Lab Experience

Proposed

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Entry-level Teacher: 1194

WCCC Tech Cert (A-M), Early Childhood Ed-Teacher: 1193

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

WCCC AA, Liberal Arts-Early Childhood Ed: 2263

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

- A. Apply knowledge of growth and development of young children birth through age 8.
- B. Use methods for observing, documenting and assessing all children's development and behavior.
- C. Plan and use developmentally and culturally appropriate educational activities for all children.
- D. Identify appropriate methods for interacting with and guiding all children.
- E. Demonstrate methods for establishing relationships with all families.
- F. Demonstrate ability to work collaboratively with other early childhood professionals.
- G. Apply ethical practices appropriate for early childhood professionals.
- H. Compare and contrast early childhood education models in an educational setting.
- I. Demonstrate compliance with Colorado Rules and Regulations in Early Care and Education
- J. Utilize technology for documentation and communication..

Student Learning Outcomes, proposed:

1. Link knowledge of child growth and development to developmentally appropriate interactions and activities
used with children in early childhood (EC) program settings.
2. Practice methods for observing and documenting children's development.
3. Describe how assessment is used to plan quality interactions and activities for children's development and behavior.
4. Practice implementing responsive routines and environments to support children's development.
5. Practice appropriate methods and ethical considerations for interacting with and guiding all children.
6. Demonstrate knowledge of methods for initiating and establishing relationships through interactions with children and their families.
7. Recognize and practice professionalism and ethical practices when interacting with families and other professionals.
8. Identify the regulatory statutes and quality indicators early childhood education programs follow.
9. Identify and follow the field placement site's health, safety, and nutrition practices.
10. Identify teachable moments for children and use knowledge to create learning opportunities within the classroom.
11. Utilize planned instructional strategies that promote communication and language development with all children,
including verbal and non-verbal expressive language.

Course Modifications

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 103

Current

Proposed

Course Prefix: EDEC

Course No.: 103

Credit Hours 3

Course Title: Guidance Strategies for Young Children

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Entry-level Teacher: 1194

WCCC Tech Cert (A-M), Early Childhood Ed-Teacher: 1193

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

1. Explain guidance theories: developmental, behavioral, maturational and constructivist.
2. Design social-emotional goals and objectives for individual children and groups in early childhood programs.
3. Apply child development knowledge to guidance techniques.
4. Explain the influence of culture and family system on the child's behavior.
5. Identify components of evidence-based guidance techniques.
6. Identify personal attitudes toward children's behavior that challenge Early Childhood professionals.
7. Identify and apply techniques that facilitate prosocial skill development with and without exceptionalities.
8. Identify components of the supportive and inclusive classroom community.
9. Identify teacher attributes that support effective guidance of young children.
10. Use technology to locate evidence-based practices related to guidance.
11. Use knowledge of individual child's strengths and interests as well as everyday routines, relationships, activities and natural environments to facilitate engagement.
12. Develop an understanding of evidence-based practices in early childhood including children with special needs. .

Student Learning Outcomes, proposed:

1. Explain guidance theories: developmental, behavioral, maturational and constructivist.
2. Design social-emotional goals and objectives for individual children and groups of children in early childhood programs.
3. Apply child development knowledge to guidance techniques.
4. Explain the influences of culture and family systems on the child's behavior.
5. Identify components of evidence-based guidance techniques.
6. Explore personal attitudes toward children's behavior.
7. Identify and apply techniques that facilitate pro-social skill development in young children with and without exceptionalities.
8. Identify components for creating a supportive and inclusive classroom community.
9. Explore teacher attributes that support effective guidance of young children.
10. Analyze and apply credible sources for evidence-based practices related to guidance.
11. Analyze and apply knowledge of individual children's strengths and interests as well as the value of everyday routines, relationships, activities, and natural environments to facilitate child engagement in EC program

Course Modifications

settings.

12. Develop an understanding of evidence-based guidance practices for all children in EC program settings.
13. Identify strategies for working collaboratively with families and other professionals
14. Utilize planned instructional strategies that promote communication and language development with all children,
including verbal and non-verbal expressive language.

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 205

Current

Course Prefix: EDEC

Course No.: 205

Credit Hours 3

Course Title: Nutrition, Health, Safety

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

Identify nutritional components, diet modifications, physical activity needs and skills of each stage of child development.

Use food guides and standards to prepare and evaluate menus that support individualized healthy growth and development for all children.

Identify rules, regulations and best practices as they pertain to essential nutrition, health and safety standards for all infants and children.

Identify and describe the health, safety and nutrition roles of local, state, and national agencies for licensed child care.

Demonstrate the ability to identify current and reliable informational sources that assist programs and families to support optimal health, safety, and nutrition practices.

Assess the effectiveness of current nutrition, health and safety policies, procedures and practices that meet the needs of all children within licensed child care programs.

Design and demonstrate a learning activity in health, safety and nutrition that encourages child independence and knowledge about healthy living.

Examine the importance of family/program partnerships that are responsive to diverse health, nutritional, developmental and cultural needs.

Describe practices within the learning environment to reduce the risk of preventable injuries and emergencies, inclusive of disaster preparedness.

Identify infection control practices and illness guidelines in collaboration with program, family, and community health resources.

Use technology to identify resources at the local, state and national level.

Student Learning Outcomes, proposed:

1. Identify the functions of various regulatory agencies at the local, state, and national levels concerning health, safety, and nutrition of young children.

2. Identify purposes of childcare licensing-mandated health, safety, and nutritional trainings designated for Early Childhood (EC) professionals.

3. Identify regulations and effective practices that promote the physical and mental health, safety, and nutrition of young children from birth through age 12.

4. Recognize signs and symptoms of common childhood illnesses and communicable diseases and describe preventative measures that can be taken by families and EC professionals.

5. Assess effectiveness of various health, safety, and nutrition practices for maintaining clean, healthy, and safe learning environments.

Course Modifications

6. Analyze the need for emergency preparedness and develop procedures in early care and education settings.
7. Design and promote developmentally appropriate curriculum-based activities for use in early childhood classrooms
emphasizing basics of health, nutrition, and safety practices with young children.
8. Identify and analyze age-related nutritional needs of children from birth to age 12.
9. Evaluate meal plans and menus to ensure meals and snacks are nutritionally sound, based on program policies and special needs of children.
10. Explore and share credible resources with colleagues and families on topics related to child wellness, health, safety, and nutrition.

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 238

Current

Course Prefix: EDEC

Course No.: 238

Credit Hours 3

Course Title: Early Childhood Development 0-8 Years

Proposed

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Teacher: 1193

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

WCCC AA, Liberal Arts-Early Childhood Ed: 2263

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

1. Identify and critique evidence-based research as it relates to child development.
2. Identify the biological and environmental factors associated with prenatal development, including heredity, environment and risk factors.
3. Discover general knowledge about development in physical, cognitive, language , emotional and social domains from birth-12 years.
4. Analyze the interrelatedness and interaction of between child developmental domains and the including biological, environmental, and sociocultural factors.
5. Compare and analyze current and historical theories of development and their implications for working with children, including, but not limited to: Freud, Erikson, Piaget, Maslow, Bronfenbrenner, Vygotsky, Watson, Skinner, Bruner, and Gardener.
6. Identify atypical development and individual special needs and describe early intervention services.
7. Practice focused observation skills by developing a case study.
8. Use a variety of ways to gather and utilize in-depth information in all domains of development, including strengths and interests, to plan supportive environments.

Student Learning Outcomes, proposed:

1. Identify and critique evidence-based research as it relates to child development.
2. Identify the biological and environmental factors associated with prenatal development, including hereditary, environmental, and risk factors.
3. Discuss development in physical, cognitive, language, emotional, and social domains from birth through age 12.
4. Analyze the interrelatedness and interaction between child developmental domains and biological, environmental, and sociocultural factors.
5. Compare and analyze current and historical theories of development and their implications for working with children.
6. Identify atypical development and individual special needs and describe early intervention services.
7. Practice effective formal and informal observation and assessment methods that gather child development information.
8. Analyze effective research methods.

Proposed by: Tammie Vail Shultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 240

Current

Course Prefix: EDEC

Course No.: 240

Credit Hours 3

Course Title: Curriculum and Development: Early
Childhood

Proposed

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Teacher: 1193

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

WCCC AA, Liberal Arts-Early Childhood Ed: 2263

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

- A. Describe the historical and philosophical foundations of curriculum and their impact on different approaches today.
- B. Compare and contrast different curricula/approaches to learning.
- C. Identify the characteristics of developmentally and culturally appropriate learning approaches.
- D. Identify the factors affecting the planning of early childhood curricula.
- E. Observe and assess individual children's learning and development to plan developmentally and culturally appropriate learning activities.
- F. Define and identify teachable moments and explain their importance in enriching and individualizing learning.
- G. Design, develop and evaluate activities/lessons in all learning areas.
- H. Research and develop a resource list.
- I. Develop artifacts for E-portfolio.

Student Learning Outcomes, proposed:

1. Describe the historical and philosophical foundations of early childhood curriculum models and approaches.
2. Identify the factors affecting the planning of early childhood curriculum.
3. Identify the characteristics of developmentally and culturally appropriate learning experiences for all children ages birth to 8 years.
4. Distinguish effective, evidence-based instructional strategies from ineffective strategies.
5. Distinguish credible sources of developmentally appropriate materials, activities, physical arrangements and experiences that promote child development and learning for all children regardless of ability, ethnicity, socio-economic status (SES), language, and culture.
6. Describe how classroom organization, physical arrangement of selected equipment and materials, and implementations of developmentally appropriate activities maximize learning in all domains of development with young children.
7. Design and evaluate learning activities or experiences that address state/national early learning and development guidelines and/or academic standards for children birth through age 8 years.
8. Identify intentional and effective teaching in relation to curriculum planning.

Course Modifications

9. Identify developmentally appropriate child outcomes.
10. Select developmentally appropriate activities that promote identified child learning outcomes.
11. Practice evidence-based instructional support strategies to carry out learning activities.
12. Use observation and assessment of children's learning and development to inform on-going curriculum planning.
13. Practice adapting curriculum plans to meet the unique developmental and learning needs of every child.
14. Identify strategies for engaging families in their child's learning.

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 241

Current

Course Prefix: EDEC

Course No.: 241

Credit Hours 3

Course Title: Early Childhood Administration: Human Relations

Proposed

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

- A. Demonstrate knowledge of effective communication skills dealing with children, families, staff, other professionals, and community volunteers.
- B. Define and discuss the human relations and advocacy components of an early childhood professional's responsibilities.
- C. Identify the quality of an early childhood program from a human relations standpoint.
- D. Explore strategies for connecting to and communicating with families and the community.
- E. Analyze the qualities of leadership including mission, vision, goal setting, team building, strategic planning.
- F. Develop and demonstrate reflective listening & conflict resolution skills and mentoring strategies to use with staff.
- G. Practice making ethical decisions using the NAEYC Code of Ethics.

Student Learning Outcomes, proposed:

- 1. Demonstrate knowledge of effective communication skills for dealing with children, families, staff, other professionals, and community volunteers.
- 2. Define and discuss the human relations and advocacy components of an early childhood professional's responsibilities.
- 3. Describe the quality of an early childhood program from a human relations standpoint.
- 4. Examine strategies for connecting to and communicating with families and the community.
- 5. Analyze the components of leadership including mission, vision, goal setting, team building, and strategic planning.
- 6. Develop and demonstrate reflective listening and conflict resolution skills, as well as mentoring strategies to use with children, staff, and families.
- 7. Practice making ethical decisions using the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.
- 8. Differentiate roles among early intervention team members and follow chain of command to address policy questions, systems issues, and personnel practices.
- 9. Demonstrate competence, integrity, and sound judgment within one's skill limits and request direction, instruction, guidance, and feedback for new or unfamiliar tasks.
- 10. Discuss personal and professional strategies for becoming a resilient early childhood leader.

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 250

Current

Course Prefix: EDEC

Course No.: 250

Credit Hours 3

Course Title: Exceptionalities in Early Education

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

WCCC AA, Liberal Arts-Early Childhood Ed: 2263

Teacher Ed BA, Early Childhood Education-Special Education

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

Summarized a wide variety of observation documents for a single young child in a single narrative

Demonstrated use of NAEYC Personal and Professional Code of Ethics

Used a developmentally appropriate lesson plan, of their creation, with a small group of young children

Modeled NAEYC Principles of Effective Teaching with young children and their families

Analyzed their own interactions with young children

Course Outcome: Upon completion of this course students will be able to:

Demonstrate effective written and verbal communication skills to communicate quality standards and licensing requirements to staff and families with diverse backgrounds.

Demonstrate a basic understanding of typical and atypical child development of children birth - 8 years of age.

Demonstrate basic knowledge of the historical and philosophical aspects IDEA.

Demonstrate a basic knowledge of the legal components under IDEA (Part C and Part B).

Demonstrate a basic knowledge of evidence-based research and developmentally appropriate practices related to instructing children with special needs within natural environments/least restrictive environments.

Student Learning Outcomes, proposed:

1. Demonstrate a basic understanding of typical and atypical child development in children ages birth through 8 years.

2. Demonstrate a basic knowledge of historical and philosophical aspects of national Individuals with Disabilities Education Act (IDEA).

3. Demonstrate a basic knowledge of the legal components under national IDEA (Part C and Part B).

4. Examine evidence-based research and identify accommodations when creating developmentally appropriate activities for

typically and atypically developing children within natural environments or least restrictive environments.

5. Identify the barriers to inclusion that parents, other children, and staff encounter.

6. Describe the concept of family-centered, inclusive practices including sensitive and supportive communication with families.

7. Explore the impact of child exceptionality on the family regarding resources and priorities.

8. Demonstrate understanding of basic early childhood special education terminology .

Proposed by: Tammie Vail Shultz McCole

Expected Implementation: Fall 2017

Course Modifications

EDEC 264

Current

Proposed

Course Prefix: EDEC

Course No.: 264

Credit Hours 3

Course Title: Administration in Early Childhood

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

WCCC Tech Cert (A-M), Early Childhood Ed-Director: 1192

Justification:

Alignment with new Colorado Common Course Numbering System objectives that were changed Summer 2016 by the State Early Childhood Education Faculty Committee.

Student Learning Outcomes, current:

A. Demonstrate familiarity with Division of Child Care licensing requirements for the State of Colorado for Child Care Centers including: staff requirements, program requirements and administrative records requirements.

B. Identify the Quality standards for programs for young children, using nationally recognized Quality Rating Systems, NAEYC Accreditation, Colorado Department Building Blocks.

C. Compare the Colorado Department of Humans Services' Rules for licensing child care centers, the National Association for the Education of Young Children's Accreditation Standards, and the Colorado Quality Standards for Early Childhood Programs.

D. Demonstrate skills needed to operate an early childhood center

E. Demonstrate basic knowledge of budget and finance related to the viability of a child care center

F. Demonstrate skills needed to identify staff qualifications, including: Infant Nursery Supervisor, Toddler Teacher and Early Childhood Teacher in an early childhood setting and evaluate their associated job descriptions.

G. Evaluate a staff handbook to determine if it complies with various laws.

H. Evaluate a parent handbook to determine compliance with licensing

I. Utilize technology for documentation and communication.

Student Learning Outcomes, proposed:

1. Identify the responsibilities, knowledge, and skills required for early childhood program management and staff leadership.

2. Analyze program vision, mission, values, and philosophy that support administration of a quality ECE programs.

3. Analyze current local, state, and national policies and practices that promote quality in early care and education programming.

4. Analyze the role of ethical decision-making in administrative practices for EC leaders using National Association for the

Education of Young Children (NAEYC) Code of Ethical Conduct and Code of Ethical Conduct for Administrators.

5. Describe laws, policies, and regulations pertinent to the EC profession and apply them to best practices for EC directors/administrators.

6. Discuss early childhood program practices that support optimal child development in an educational or care-giving setting for young children.

7. Demonstrate familiarity with resource management strategies in terms of fiscal management of ECE program income streams.

8. Demonstrate familiarity with resource management strategies in terms of fiscal management of ECE program expenses.

Course Modifications

9. Identify risk management strategies for managing emergency preparedness, food programming, health, and safety operations of an early care and education program.
10. Recognize policies and procedures that promote best practices in staffing an ECE program.
11. Discuss practices/issues related to working with other stakeholders in EC programming.
12. Assess community needs for EC programming and develop a marketing strategy.

Proposed by: Tammie Vail Shoultz McCole

Expected Implementation: Fall 2017
