Task Force Findings, Final Report
Early Childhood Management Program Review
Spring 2007

Hillsborough Community College
Hillsborough County, Florida

TASK FORCE MEMBERS

Chair, Gwendolyn Parsons
Lydia Walter
Robin Pentz
Terri Fernandez
Eunice Lopez
Wendie Cobb
Terri Rogal
CONTENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Introduction</td>
</tr>
<tr>
<td>II.</td>
<td>Description of the Unit</td>
</tr>
<tr>
<td>III.</td>
<td>Unit Planning Objectives</td>
</tr>
<tr>
<td>IV.</td>
<td>Task Force Findings</td>
</tr>
<tr>
<td></td>
<td>A. Strengths of Unit</td>
</tr>
<tr>
<td></td>
<td>B. Weaknesses of Unit</td>
</tr>
<tr>
<td></td>
<td>C. Recommendations for Improvement</td>
</tr>
<tr>
<td>V.</td>
<td>Distribution List</td>
</tr>
<tr>
<td>VI.</td>
<td>List of Appendices</td>
</tr>
</tbody>
</table>

- Appendix A: Strategic Plan of Hillsborough Community College | 10 |
- Appendix B: Early Childhood Unit Plan | 12 |
- Appendix C: 2006-2007 Early Childhood Information Packet | 19 |
- Appendix D: Academic Advising Guide | 35 |
- Appendix E: Student Enrollment and Completer Data (Trendline 2005-2006) | 37 |
- Appendix F: CCSP Occupational Report | 39 |
- Appendix G: Employee Data | 42 |
- Appendix H: Student Survey Data | 44 |
- Appendix I: Course Delivery Data | 46 |
- Appendix J: CDC Partnerships with Community Organizations and AS Program Outreach | 48 |
- Appendix K: NAEYC Early Childhood Program Accreditation | 50 |
- Appendix L: NAEYC Standards for Early Childhood Professional Preparation | 56 |
INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The Chair is a full-time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.
DESCRIPTION OF THE UNIT

The program prepares students for a variety of careers in the early childhood field and provides the competencies and practical experience needed for credentialing. Three levels of training are provided. These include training for state-mandated competencies and staff credentialing. The Associate in Science degree in Early Childhood Management encompasses the third level of training. Course work focuses on the development, care, guidance, and education of young children.

The early childhood program also includes two child development centers and teaching lab schools. The mission of the campus-based centers is to provide quality accessible and affordable child care for students, staff, and faculty. Centers also provide exemplary lab experiences to students in early childhood education and other fields.

The early childhood program serves a varied constituency including local teaching professionals, individuals preparing to enter the field, and HCC students with young children. Current teachers enter the program seeking to gain additional credentials and/or professional development opportunities. Those interested in entering the early childhood profession are attracted by the range of educational options that are offered. Campus-based child care provides support services to allow HCC students to pursue their educational goals.
UNIT PLANNING OBJECTIVES

2005-2007 Unit Objectives

1. To build a community reputation for excellence in education and quality care for children ages 0-8.

   Status of Achievement: In progress.

2. To build capacity for the early childhood workforce by providing exemplary in-service training, certification courses, and education for the profession.

   Status of Achievement: In progress (See Appendix B)

2007-2009 Unit Objectives

1. To build a community reputation for excellence in education and quality care for children ages 0-8.

2. To provide opportunities for electronic access to instructional delivery in early childhood education.
STRENGTHS OF THE UNIT

In contribution to College Goals #3 and #5 to enhance access, flexibility, and responsiveness and to encourage professional development, the unit addresses all levels of training in early childhood education and professional development. The early childhood program provides multiple avenues for training, including evening and weekend course scheduling, online (hybrid) course delivery, and service learning. Training is offered at several campuses and at off-campus locations. Source: See Appendix A, C, and I, pp. 11, 20-28, 47.

In contribution to College Goal #1 and the College Vision statement to deliver education of the highest standards and promote institutional learning through excellence, the unit’s child development center and teaching lab school (Ybor Campus location) has earned accreditation through the National Association for the Education of Young Children (NAEYC), and is an approved Voluntary Pre-Kindergarten site. The center has also developed partnerships with community organizations to improve service delivery. Source: See Appendix A, C, and J, pp. 11, 34, 49.

In contribution to College Goal #2 to foster partnerships with local communities, the early childhood program has increased the number of community outreach efforts and professional development training. Source: See Appendix A and J, pp. 11, 49.

In contribution to Goal #5 to foster diversity, the study body reflects racial/ethnic diversity with a 43% enrollment of African-American students, 21% Hispanic, and 33% Caucasian. Source: See Appendix A and E, pp. 11, 38.

Occupational reports indicate future growth and need for preschool educators, with a projected growth of 17% within Hillsborough County. Occupational reports indicate future growth and need for childcare workers, with a projected growth of 10% within Hillsborough County. Source: See Appendix F, p.40-41.

The early childhood program has shown improvement in the last three years in completers, doubling from the 04/05 to 05/06 school years Source: See Appendix E, p. 38.
WEAKNESSES OF THE UNIT

There is no transitional pathway from ECP/CDA-E to national credentialing. Training for home care providers is not embedded within program. Early childhood course offerings, (including CDA-E credentialing) within the continuing education department not overseen by the unit. **Source:** See Appendix C, p. 20-29.

The unit’s child development center and teaching lab school (Dale Mabry location) has not earned national accreditation. Centers at both locations presented with challenges compromising quality within program delivery. These include lack of alignment between staff compensation and educational attainment, lack of space for instructional materials, lack of technology, lack of support staff, and inconsistency in teaching methodology between centers. There is no financial support for mentoring of practicum students within lab schools. **Source:** See Appendix C and G, pp. 34, 43.

Low number of professional development conferences for the community. **Source:** See Appendix J, p. 49.

Male students constitute 2% of program enrollment. Recent high school graduates constitute 1% of program enrollment. **Source:** See Appendix E, p. 38.

No marketing plan exists to increase enrollment within unit.

Lack of program support staff, registration and coding problems, and problems with information access has negatively affected enrollment. **Source:** See Appendix G and H, pp. 43, 45.

Very low completer to program enrollment ratio. **Source:** See Appendix E, p. 38.
RECOMMENDATIONS FOR IMPROVEMENT

Develop transitional pathway for students who complete their ECP, CDA-E, and/or Associate Degree to obtain national credentialing. Create online courses for those not able to physically attend in-class portions of training. Create specialized pathways for home child care providers and infant/toddler training.

Develop reciprocal system for coordination of information and communication between the unit and the Continuing Education Department. Place all early childhood classes and programming under one, clearly defined department.

Obtain NAEYC accreditation for child development center and teaching lab school at Dale Mabry location. Renovations to center are required to meet accreditation standards. These include an increase in interior space to accommodate office, staff, and kitchen areas.

Construct space at both sites for instructional materials. Ensure the availability of current technology at both sites, including placement of one computer with web access in each classroom. Develop program manual to ensure consistency in teaching methodologies between centers. Provide financial support for mentoring of practicum students, including stipend for one staff member in each center for FA/SP semesters. Align staff compensation with educational attainment.

Engage in self-study process within Associate in Science program, using NAEYC accreditation standards for early childhood associate degree programs.

Develop an Early Childhood Lecture Series. Coordinate with local early childhood professional organizations to sponsor professional development workshops and courses through HCC.

Develop outreach program, in coordination with college’s student services department, for the purpose of increasing recruitment of male students and recent high school graduates.

Create marketing plan, in coordination with college’s IR/MIS and marketing departments. Create brochures, "at-a-glance" sheets, and DVD to promote unit. Redesign EC website with links to separate pages.

Employ half time program assistant to facilitate with information access and clerical duties to increase program enrollment.

Correct coding errors within Datatel.

Provide tutoring services to increase completion rates. Track CDA-E completion rates in Trendline.
DISTRIBUTION LIST OF THE FINAL REPORT

The final report and all follow-ups will be distributed by the Chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.
APPENDICES

- Appendix A: Strategic Plan of Hillsborough Community College
- Appendix B: Early Childhood Unit Plan
- Appendix C: 2006-2007 Early Childhood Information Packet
- Appendix D: Academic Advising Guide
- Appendix E: Student Enrollment and Completer Data (Trendline 2005-2006)
- Appendix F: CCSP Occupation Report
- Appendix G: Employee Data
- Appendix H: Student Survey Data
- Appendix I: Course Delivery Data
- Appendix J: CDC Partnerships with Community Organizations and AS Program Outreach
- Appendix K: NAEYC Early Childhood Program Accreditation
- Appendix L: NAEYC Standards for Early Childhood Professional Preparation
THE STRATEGIC PLAN
OF HILLSBOROUGH COMMUNITY COLLEGE

College Mission
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

College Vision
Adopted by the Board of Trustees, August 20, 2003

Hillsborough Community College will deliver education of the highest standards enabling a diverse community of life-long learners to achieve their maximum potential in a global society.

College Goals
Adopted by the Board of Trustees, April 21, 2004

1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

4. Provide the resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.

5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

6. Continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical, and technological resources.
Unit: The Early Childhood Management program prepares individuals for a variety of careers in the early childhood area by providing knowledge and skill sets focused on the development, care, guidance and education of young children.

Planning Facilitator(s): Jack Evans/Gwen Parsons/Lydia Walter

Unit Planning Process:
The Unit establishes objectives that are guided by both external and internal considerations. Externally, all program objectives must adhere to State-mandated policies and procedures related to early childhood education. Internally, program objectives are established after reviewing faculty evaluations, student evaluations, retention and graduation rates, student performance on state licensing examinations, and feedback from external program advisory committees. At the conclusion of each academic year, an assessment of the unit's overall performance is conducted and the information gathered is used to shape the formulation of new programmatic objectives.

External Trends:

<table>
<thead>
<tr>
<th>Trend or Event</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working professionals are demanding greater access</td>
<td>There is a growing need for web-based courses and off-site delivery of classes</td>
</tr>
<tr>
<td>and flexibility in terms of course scheduling and delivery</td>
<td></td>
</tr>
</tbody>
</table>

Constituent Needs:
The early childhood program at HCC serves a varied constituency including local teaching professionals, individuals preparing to enter the field, and HCC students with preschool/kindegarten age children. Current teachers come into the program seeking to gain additional credentials and/or professional development opportunities. Those interested in entering the early childhood profession are attracted by the range of degree options and vocational certificates that we offer. Our childcare centers and pre-school/kindegarten programs offer vital support service for HCC students in that the availability of campus-based childcare allows the student the freedom to pursue his/her educational goals. Trends indicate that all three constituencies will continue to grow placing greater demands on both courses and facilities.

Unit Objective: To build a community reputation for excellence in education and quality care for children ages 0-8.

Objective Type: Information/Com. Technology   Facilities   Diversity
Target date: 1/1/2008  Position responsible: A.S. Dean/Ybor & Gwen Parsons

Does this objective originate from a program review recommendation?

This unit objective supports achievement of the

College Goal:

1. Increase enrollment in the early childhood management program
2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

Strategic Initiative: Not Applicable.
**Total cost to achieve this objective:** $0  
**Cost exceeds unit base**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Part-time salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Hourly salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Contract salaries</td>
<td>$0</td>
</tr>
<tr>
<td>Professional development</td>
<td>$0</td>
</tr>
<tr>
<td>Capital costs</td>
<td>$0</td>
</tr>
<tr>
<td>Expenses</td>
<td>$0</td>
</tr>
</tbody>
</table>

Describe costs:

**Strategies:**
- Collaborate with early childhood associations in the community to implement professional development initiatives
- Implement service learning initiatives

<table>
<thead>
<tr>
<th>Expected Outcomes/Success Criteria:</th>
<th>Means of Assessment:</th>
<th>Results of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By January, 2008 we will have implemented a minimum of two new service learning initiatives</td>
<td>Courses with new &quot;service learning&quot; designations</td>
<td>Establishment and approval of two new partnerships</td>
</tr>
<tr>
<td>By January 2008, we will have initiated two new professional development partnerships with local associations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**

**Use of Assessment**

**Results:**
**Unit Objective:** To provide opportunities for electronic access to instructional delivery in early childhood education

Objective Type: Information/Com. Technology Facilities Diversity

Target date: 8/1/2007 Position responsible: A.S. Dean/Ybor & Gwen Parsons

Does this objective originate from a program review recommendation?

This unit objective supports achievement of the

College Goal: 3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

Strategic Initiative: 3-B. Expand opportunities for electronic access to instructional and student service delivery in user-friendly, web-based applications (Partial Assessment, CSF).

**Total cost to achieve this objective:** $0 **Cost exceeds unit base**

- Full-time salaries $0
- Part-time salaries $0
- Hourly salaries $0
- Contract salaries $0
- Professional development $0
- Capital costs $0
- Expenses $0

Describe costs:

**Strategies:**

- Work with Early Childhood faculty and IT staff to identify classes that can most easily be converted to an on-line format
- Survey students and review enrollment patterns to determine those classes that are in greatest demand
- Collaborate with E-Learning department to implement user-friendly application

**Expected Outcomes/Success Criteria:**

By Spring 2008, a minimum of two new "hybrid" courses will be available

**Means of Assessment:** Scheduling of classes

**Results of Assessment:**

**Status:**

Use of Assessment

Results:
Early Childhood Management

Unit Mission: The Early Childhood Management program prepares individuals for a variety of careers in the early childhood area by providing knowledge and skill sets focused on the development, care, guidance and education of young children.

Planning Facilitator(s): Jack Evans/Gwen Parsons/Marsha Garman

Unit Planning Process:
The Unit establishes objectives that are guided by both external and internal considerations. Externally, all program objectives must adhere to State-mandated policies and procedures related to early childhood education. Internally, program objectives are established after reviewing faculty evaluations, student evaluations, retention and graduation rates, student performance on state licensing examinations, and feedback from external program advisory committees. At the conclusion of each academic year, an assessment of the unit's overall performance is conducted and the information gathered is used to shape the formulation of new programmatic objectives.

External Trends:

<table>
<thead>
<tr>
<th>Trend or Event</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-Mandated Universal Pre-K Program for 4 year olds</td>
<td>The new teacher credentialing requirements associated with the plan will produce increased enrollment pressures</td>
</tr>
<tr>
<td>The Early Childhood profession attracts a diverse workplace with wide-ranging skills and career goals</td>
<td>Working professionals, and those desiring entry-level training, need a centralized educational center that offers a variety of courses and practical training opportunities</td>
</tr>
</tbody>
</table>

Constituent Needs:
The early childhood program at HCC serves a varied constituency including local teaching professionals, individuals preparing to enter the field, and HCC students with preschool/kindegarten age children. Current teachers come into the program seeking to gain additional credentials and/or professional development opportunities. Those interested in entering the early childhood profession are attracted by the range of degree options and vocational certificates that we offer. Our childcare centers and pre-school/kindegarten programs offer vital support service for HCC students in that the availability of campus-based childcare allows the student the freedom to pursue his/her educational goals. Trends indicate that all three constituencies will continue to grow placing greater demands on both courses and facilities.

Unit Objective: To build a community reputation for excellence in education and quality care for children ages 0-8

Objective Type: Information/Com. Technology Facilities Diversity

Target date: 9/1/2006 Position responsible: Director, Early Childhood Program

This unit objective supports achievement of the

College Goal: 2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

State Performance Standard: None at this time. Development by the State is pending.

Priority Initiative: None at this time.

Review Recommendation:
Total cost to achieve this objective: $0  Cost exceeds unit base

<table>
<thead>
<tr>
<th>Full-time salaries</th>
<th>$0</th>
<th>Professional development</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time salaries</td>
<td>$0</td>
<td>Capital costs</td>
<td>$0</td>
</tr>
<tr>
<td>Hourly salaries</td>
<td>$0</td>
<td>Expenses</td>
<td>$0</td>
</tr>
<tr>
<td>Contract salaries</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe costs:

Strategies:
Network with colleagues in the community by establishing a strong presence in professional groups associated with early childhood education
Develop pedagogical approaches and hiring strategies that will allow the program to exceed national, state, and local regulatory standards
Prepare future childhood educators and caregivers to be pro-active advocates for children and the larger profession

Expected Outcomes/Success Criteria:

By September 2006, the Program Director and faculty will be actively involved in a collective minimum of six local, state, and national organizations

By January 2007, the program will obtain accreditation from at least one major nationally recognized agency

Means of Assessment:

Monitor the number of boards, committees, and partnerships involving members of the program
Evaluate the quality of the contributions made by participants
Monitor the number and quality of accreditations, awards, and recognitions given by organizations affiliated with early childhood education

Results of Assessment:

Partnership opportunities continue to expand and existing relationships have been enhanced with full-time faculty member named to new area Boards.
The Child Development Lab School did obtain NAEYC accreditation. Other accreditation agencies are also being explored for the Credit program.

Status: Accomplished

Use of Assessment:
This objective is complete. The assessment results indicate that our program and faculty are growing in stature both locally and nationally.
Unit Objective: To build capacity for the Early Childhood workforce by providing exemplary in-service training, certification courses, and education for the profession.

Objective Type: Information/Com. Technology, Facilities, Diversity

Target date: 1/1/2007 Position responsible: Director, Early Childhood Program

This unit objective supports achievement of the College Goal:

3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

State Performance Standard: None at this time. Development by the State is pending.

Priority Initiative: None at this time.

Review Recommendation:

Total cost to achieve this objective: $0 Cost exceeds unit base

Full-time salaries $0 Professional development $0
Part-time salaries $0 Capital costs $0
Hourly salaries $0 Expenses $0
Contract salaries $0

Describe costs:

Strategies:
Combine the state-mandated PSAV certification courses with the A.S. degree seeking courses to form the HCC Center for Early Childhood Professionals.
Utilize various facilities throughout the county in order to make classes more accessible for working educators.
Develop a “Teacher's College” through which teachers can acquire their recertification credits during the summer.

Expected Outcomes/Success Criteria:
By January 2007, develop at least one new cohort, with a minimum of 15 students, in the NorthWest sector of Hillsborough county.
By May 2007, the summer “Teacher's College” will enroll a minimum of 15 students.
By September 2007, overall course offerings in the Early Childhood program will increase by 5%.

Means of Assessment:
Monitor enrollment figures for courses offered through the Northwest facility.
Monitor enrollment figures for the Teacher's College.
Monitor course offerings, enrollment figures, and trends.

Results of Assessment:
Outcome has been deferred until facility opens in 2006.
Assessment data not yet available. Faculty are researching course requirements for educators through the Hillsborough County school district.
Assessment data indicate that course enrollment patterns will deliver the 5% increase by the target date.

Status: Deferred

Use of Assessment Results:
This objective is being pursued with target dates occurring primarily in 2007. However, overall enrollment continues to grow indicating that demand, and the visibility of the program are on the rise.
Center for Early Childhood Professionals
Ybor City Campus

“The future belongs to those who believe in the beauty of their dreams.”
Eleanor Roosevelt
Website
Center for Early Childhood Professionals

To access information regarding all levels of training in early childhood, current schedules, and internet resources:

1. Log onto the college's website at http://www.hccfl.edu/ybor
2. Click onto 'Early Childhood'

Resources for Prospective Students

Academic Calendars
Advising/Counseling/Financial aid
Registration
Tuition and Fees
Frequently Asked Questions

Log onto http://www.hccfl.edu/prospective/

E-Learning
Web-based and multi-media courses
http://www.hccfl.edu/ecampus/

Campus Locations and Maps

Log onto http://www.hccfl.edu/campus/locations.html
Level I: State Mandated Training (Introductory Level Training)

Child Care Employees must complete:

- Forty clock hours of introductory level training. Employees must begin training within ninety days of employment and must be certified within one year of the date that training began.
- Five clock hours of Early Literacy and Language Development within one year of employment.
- Ten clock hours of annual in-service training completed between July 1 and June 30 of each year.

Forty hours of Introductory Level Training

All childcare employees must complete the following training modules (30 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Contact Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEV 0114</td>
<td>Rules &amp; Regulations</td>
<td>6</td>
<td>$10.52*</td>
</tr>
<tr>
<td>HEV 0164</td>
<td>Health, Safety, &amp; Nutrition</td>
<td>8</td>
<td>$13.68*</td>
</tr>
<tr>
<td>HEV 0108</td>
<td>Identifying and Reporting Child Abuse &amp; Neglect</td>
<td>4</td>
<td>$6.84*</td>
</tr>
<tr>
<td>HEV 0111</td>
<td>Child Growth &amp; Development</td>
<td>6</td>
<td>$10.52*</td>
</tr>
<tr>
<td>HEV 0172</td>
<td>Behavioral Observation &amp; Screening</td>
<td>6</td>
<td>$10.52*</td>
</tr>
<tr>
<td></td>
<td><strong>Total (5 modules)</strong></td>
<td><strong>30</strong></td>
<td><strong>$52.08</strong>*</td>
</tr>
</tbody>
</table>

Child care employees must then select one of the following specialized Developmentally Appropriate Practice (DAP) training modules, depending upon the age of children served. *Directors should have the DAP Special Needs training.*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Contact Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEV 0175</td>
<td>DAP-Infant/Toddlers</td>
<td>10</td>
<td>$17.36*</td>
</tr>
<tr>
<td>HEV 0151</td>
<td>DAP-Preschool, 3-5</td>
<td>10</td>
<td>$17.36*</td>
</tr>
<tr>
<td>HEV 0126</td>
<td>DAP-Special Needs</td>
<td>10</td>
<td>$17.36*</td>
</tr>
<tr>
<td>HEV 0195</td>
<td>DAP-School Age Child</td>
<td>10</td>
<td>$17.36*</td>
</tr>
</tbody>
</table>

*Prices may change due to state fee adjustments. A fee may be charged for books and other supplies.

You may register for these modules on a course selection form at the Registration window in Student Services (at any of the college’s campuses). You will need the module’s title and section number. Students may register for one course at a time or enroll in all courses. Students may also register by telephone at 813.247.2944 or online at https://hccadvisor.hccfl.edu

*First time HCC students must complete and submit a college application form along with a one-time application fee of $20. The application form may be downloaded from the college’s website at http://www.hccfl.edu/prospective/

Initial submission with payment must be made in person at the Registration window on any HCC campus.

Detailed information regarding child care training within the State of Florida may be obtained at www.myflorida.com/childcare/training
**Level II: Child Development Associate Training**

Every licensed child care facility must have one child care professional with a staff credential for every twenty children in care. Individuals who intend to earn a Director Credential are required to have a CDA or equivalent.

**CDA Equivalency:** The ECP (Early Childhood Professional) is HCC’s equivalency to the CDA. ECP students are required to complete the State Mandated training (40 hours) prior to certification. Students must also perform the required 480 hours of direct work experience in a licensed child care facility, working in direct supervision with children birth to eight years.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEV 0152</td>
<td>Early Childhood Professional</td>
<td>10</td>
<td>$17.36</td>
</tr>
<tr>
<td>HEV 0181</td>
<td>Assessment</td>
<td>10</td>
<td>$17.36</td>
</tr>
<tr>
<td>HEV 0183</td>
<td>Practicum I</td>
<td>100</td>
<td>$173.60</td>
</tr>
<tr>
<td>HEV 0137</td>
<td>Learning Environment I</td>
<td>15</td>
<td>$26.04</td>
</tr>
<tr>
<td>HEV 0130</td>
<td>Child Development II</td>
<td>10</td>
<td>$17.36</td>
</tr>
<tr>
<td>HEV 0184</td>
<td>Practicum II</td>
<td>250</td>
<td>$434.00</td>
</tr>
<tr>
<td>HEV 0132</td>
<td>Developmentally Appropriate Act.</td>
<td>15</td>
<td>$26.04</td>
</tr>
<tr>
<td>HEV 0141</td>
<td>Guiding Behavior</td>
<td>10</td>
<td>$17.36</td>
</tr>
<tr>
<td>HEV 0142</td>
<td>Learning Environment II</td>
<td>10</td>
<td>$17.36</td>
</tr>
<tr>
<td>HEV 0185</td>
<td>Practicum III</td>
<td>130</td>
<td>$225.68</td>
</tr>
<tr>
<td>HEV 0163</td>
<td>Leadership</td>
<td>10</td>
<td>$17.36</td>
</tr>
</tbody>
</table>

*Total cost for the eleven modules is approximately $1000. Prices may change due to state fee adjustments. Lab fees may be charged for individual courses. The student may pay for these modules at one time or as they register for modules individually. Most students complete 11 modules within two semesters. **Students must complete all 11 modules for certification.**

You may register for these modules at the registration window in Student Services at any HCC campus. The module’s title and section number are required. Students may also register by telephone at 813.247.2944 or online at [https://hccadvisor.hccfl.edu](https://hccadvisor.hccfl.edu) Some students may qualify for financial aid or a T.E.A.C.H. scholarship ([www.fcforum.org](http://www.fcforum.org)) whenever funding permits.

**National CDA:** The national credential is recognized in all 50 states and on US military bases internationally. It is issued by the Council for Professional Recognition in Washington, DC. The Council may be contacted at 800-424-4310 or at [www.cdacouncil.org](http://www.cdacouncil.org)

**CDA Equivalency/A.S. Program in Early Childhood Management:** Please refer to the Associate in Science Program.
Florida Director Credential

Child Care Program Directors must be credentialed as part of the minimum licensing standard.

The Director Credential consists of a comprehensive program entailing two requirement levels: Foundational and Advanced. Detailed information about the Director Credential may be obtained at www.myflorida.com/childcare/training

You may also download an application at https://training01-dcf.myflorida.gov/dcf/cct/dircred.html

Hillsborough Community College offers coursework for Director Credential requirements (CHD-1800). You may register for this course (CHD-1800) at the Registration window in Student Services at any of the College’s campuses. Be certain to take the course’s title and section number with you. Students may also register by telephone at 813.247.2944 or online at https://hccadvisor.hccfl.edu

**Students must complete the requirements for a CDA (or equivalency) prior to registering for CHD-1800.

CHD-1800 is a three credit course.
Total cost for a three credit course= $209.07

**Please refer to the next page for important changes in State Regulations for the Director Credential
Changes in State Regulations:

A private pre-kindergarten program delivering VPK must have a director who has a VPK Director Endorsement. Exempt: Successful completion of the Director Credential prior to December 31, 2006, satisfies this requirement, although individuals are strongly encouraged to acquire the VPK Endorsement.

For more information about the VPK Endorsement and VPK requirements, contact:

The Early Learning Coalition of Hillsborough County
http://www.elchc.org/ or 813.229.2884

The Director Credential consists of a comprehensive program entailing two requirement levels: Foundational and Advanced. Detailed information about the Advanced Level may be obtained at www.dcf.state.fl.us/childcare/

Core Requirements for Foundational Level

- High school diploma or GED;
- Department of Children and Families' Part I Introductory Training (30 hours),
- Department of Children and Families' Special Needs Appropriate Practices module (10 hours), or 8 hours of in-service training in serving children with disabilities that meets the statutory requirement for licensing; and
- One of the following staff credentials: Child Development Associate (CDA), state approved Florida CDA Equivalency, Florida School-Age Certification, or a formal education exemption qualification (including a waiver).

Education: An approved course in curriculum content area of "Overview of Child Care Center Management." CHD-1800 at Hillsborough Community College.

Exception: For the Foundational Level Credential, directors who have attained another state’s recognized Director Credential may receive credit toward the "Overview of Child Care Management" educational component of the credential - subject to approval by the Florida Child Care Director Credential Program.

Experience: One year of on-site experience as a child care facility director. A temporary Foundational Director Credential will be issued until the experience component has been met.

Endorsement: Effective January 1, 2007, to receive a VPK Director Endorsement Credential, applicants must complete the following:

- The Florida Director Credential Certificate program listed above (Core Requirements)
- The DOE-approved training on the VPK Education standards adopted by the State Board of Education. Training is offered at the Children’s Board of Hillsborough County (Call 813.204.1727 for training schedule)
- The DOE-approved course(s) on emergent literacy on-line through www.myflorida.com/childcare/training
- The DOE-approved course(s) addressing the VPK specific competencies on-line through www.myflorida.com/childcare/training
Level III: Associate in Science Degree in Early Childhood Management

The Associate in Science program prepares students for a variety of careers in the early childhood field and gives students the competencies and practical experience needed for a staff credential. The coursework focuses on the development, care, guidance, and education of young children.

If you are interested in pursuing the Associate in Science degree, please meet with an academic advisor in the student services department at the college. Students are seen on a walk in basis. Contact numbers for the advising offices at each campus may be obtained by logging onto www.hccfl.edu/depts/advising/index.html

Log onto http://www.hccfl.edu/depts/advising/0607ASGuides.html to review the early childhood advising guide.

The A.S. in Early Childhood Management is a 63 credit program. The following early childhood courses are core requirements:

Early Childhood/Development Courses

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC1300 (formerly 1001)</td>
<td>Planning the Early Childhood Program (Curriculum)</td>
<td>None</td>
</tr>
<tr>
<td>EEC1308 (formerly 1202)</td>
<td>Enhancing Intellectual Development</td>
<td>None</td>
</tr>
<tr>
<td>EEC1311</td>
<td>Creative Experiences/Crafts</td>
<td>None</td>
</tr>
<tr>
<td>EEC1401 (formerly 1402)</td>
<td>The Family in Early Childhood Education</td>
<td>None</td>
</tr>
<tr>
<td>EEC1521</td>
<td>Early Childhood Center Management</td>
<td>None</td>
</tr>
<tr>
<td>EEC1721</td>
<td>Enhancing Physical Development</td>
<td>None</td>
</tr>
<tr>
<td>EEC2271</td>
<td>Children with Special Needs</td>
<td>None</td>
</tr>
<tr>
<td>EEC2270</td>
<td>Meeting the Special Needs of Children in Groups</td>
<td>None</td>
</tr>
<tr>
<td>EEC1941</td>
<td>Practicum I</td>
<td>EEC1521 or CHD1800</td>
</tr>
<tr>
<td>EEC1943</td>
<td>Practicum II</td>
<td>EEC1941</td>
</tr>
<tr>
<td>DEP2102</td>
<td>Child Development</td>
<td>None</td>
</tr>
</tbody>
</table>

Each is a three credit course.
Total cost for a three credit course= $209.07
**Textbook List for Associate in Science Program**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Textbook Title</th>
<th>Author</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEC</td>
<td>1300</td>
<td>1. Early Childhood Curriculum: A Creative Play Model</td>
<td>Catron &amp; Allen</td>
<td>9780131711112</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Basics of Developmentally Appropriate Practice</td>
<td>Copple &amp; Bredenkamp (NAEYC)</td>
<td>1928896-26x</td>
</tr>
<tr>
<td>EEC</td>
<td>2271</td>
<td>1. Strategies for Including Children with Special Needs in Early Childhood Settings</td>
<td>Klein &amp; Cook</td>
<td>0827383525</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Inclusive Early Childhood Classrooms</td>
<td>Gould</td>
<td>0876592035</td>
</tr>
<tr>
<td>EEC</td>
<td>1401</td>
<td>Home, School, and Community Relations with WebCT pack</td>
<td>Gestwicki</td>
<td>1418044636 (WebCT bundle)</td>
</tr>
<tr>
<td>EEC</td>
<td>1521</td>
<td>Developing and Administering a Child Care Program with WebCT pack</td>
<td>Sciarra &amp; Dorsey</td>
<td>9781418050627 (WebCT)</td>
</tr>
<tr>
<td>EEC</td>
<td>1308</td>
<td>Constructive Guidance &amp; Discipline</td>
<td>Fields &amp; Fields</td>
<td>0131512560</td>
</tr>
<tr>
<td>EEC</td>
<td>1311</td>
<td>Art &amp; Creative Development</td>
<td>Schirrmacher</td>
<td>1401872611</td>
</tr>
<tr>
<td>EEC</td>
<td>2270</td>
<td>Early Childhood Experiences in Language Arts</td>
<td>Machado</td>
<td>0766849627</td>
</tr>
<tr>
<td>EEC</td>
<td>1721</td>
<td>1. Experiences in Movement: Birth to Age Eight</td>
<td>Pica</td>
<td>0766861503</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Out door Play Everyday</td>
<td>Wellhousen</td>
<td>0766840611</td>
</tr>
<tr>
<td>EEC</td>
<td>1941</td>
<td>No textbook required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EEC</td>
<td>1943</td>
<td>No textbook required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHD</td>
<td>1800</td>
<td>No textbook required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEP</td>
<td>2102</td>
<td>Children and their Development</td>
<td>Kail</td>
<td>9780131949119</td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td>Beyond Centers and Circle Time (Recommended for all early childhood students)</td>
<td>Creative Preschool/ Kaplan</td>
<td>0880766212</td>
</tr>
</tbody>
</table>
CDA Equivalency:
Students within the Associate in Science program in Early Childhood Management will obtain a CDA equivalency certificate upon successful completion of fifteen credit hours in the following: EEC1308 (formerly EEC1202), EEC1521, EEC1941*, EEC1943**, EEC1300 (formerly EEC1001).

*The pre-requisite for EEC1941 is EEC1521 (or CHD1800)
**The pre-requisite for EEC1943 is EEC1941

Each practicum course (EEC1941 and EEC1943) requires documentation of 240 hours within a licensed childcare program. Twenty of these hours must be completed at the campus-based child care center*. Hours must be completed within the semester the student is registered for the course.

*Students are required to complete a criminal background check and sign an Affidavit of Good Moral Character at the beginning of the semester. Results of the criminal background verification must be obtained prior to beginning practicum hours.

- The Affidavit of Good Moral Character may be reviewed at www.hillsboroughcounty.org/childcarelicensing/ (applications/forms)
- Hillsborough County’s Administrative Rules and Statutes may be reviewed at www.hillsboroughcounty.org/childcarelicensing/ (administrative rules and statutes)

Information about Articulation:
Students who already possess a CDA or State-Approved Equivalency upon entering the A.S. program will be awarded 9 credits (EEC1300, EEC1311, EEC1941). See the lead instructor of the early childhood program for further information.

Course Substitution:
The Director Credential course (CHD1800) may be substituted for EEC1521, a required course in the A.S. program. See the lead instructor of the early childhood program for further information.

BSAS in Early Childhood Development:
The early childhood department currently has an articulation agreement with the University of South Florida. Students who graduate with an A.S. in Early Childhood Management may continue their studies and obtain a Bachelor of Science in Applied Science (BSAS) with a concentration in Early Childhood Development. Further information may be obtained at www.lkln.usf.edu and http://www.lkln.usf.edu/BSAS/default.html Students may also call the USF advising office at 863.667.7039 for assistance. Core courses are currently being offered at the Lakeland campus and the University Partnership Center at St. Petersburg College (log onto http://www.upcspc.com/ for further information).
Additional Information

Department of Children and Families: Information about training requirements, early literacy, competency exams, training exemptions and waivers, staff credential requirements, the director credential, and CDA-E and school-age certification programs may be obtained at www.myflorida.com/childcare/training

Child Care Licensing: If you are interested in opening a childcare facility in Hillsborough County, log onto www.hillsboroughcounty.org/childcarelicensing/ for detailed information regarding the licensing process. If you are interested in opening a family childcare home in Hillsborough County, log onto www.hillsboroughcounty.org/childcarelicensing/childcarehome/

All licensed family childcare home providers must have 30 hours of family child care home training, 5 hours of early literacy and language development, first aid and infant and child cardiopulmonary resuscitation (CPR) training prior to licensure. Family childcare home providers must also complete 10 hours of annual in-service training during the licensure year. Family childcare home personnel are required to complete the following training courses to meet the 30 hour requirement:

- family child care home rules and regulations
- health, safety, and nutrition
- identifying and reporting child abuse and neglect
- child growth and development
- behavioral observation and screening

Additional requirements for family childcare providers may be obtained by logging onto www.myflorida.com/childcare/training

The college’s Continuing Education Department offers a 3 hour family child care class for substitutes. The Office of Continuing Education may be contacted at 253.7980. Many family childcare home providers attend Hillsborough Community College and enroll in CDA-E coursework and the A.S. degree program in early childhood management.

Florida’s Voluntary Pre-Kindergarten (VPK): Per the State’s constitution, every four year old in Florida shall be offered a high quality learning opportunity. For information about the implementation of Florida’s Universal Pre-K, log onto www.upkflorida.org and www.upkcouncil.org. For information regarding VPK in Hillsborough County, please log onto http://www.elchc.org/ (Early Learning Coalition of Hillsborough County) or call 813.740.4713. A Guide for Parents may be accessed at http://www.ecaoffl.org/VPKbrochure4.pdf. On-line Pre-K Satellite Conferences may be viewed at http://www.qualityprek.org/

Hillsborough County, Child Care Training:
The goal of the training office is to provide Florida State mandated training and child care professional development to all childcare providers in Hillsborough County. For more information call 813.930.7530. Training requirements may be accessed through www.myflorida.com/childcare/training
National Association for the Education of Young Children
Early Childhood Teacher Qualification Standards for NAEYC Accredited Programs

Time Lines  (www.naeyc.org)

Research clearly shows that a key step in raising the quality of early childhood programs is improving preparation and support for early childhood teachers. Faculty at colleges, universities and other institutions play a crucial role in the development and continuing education of early childhood professionals.

Early childhood professionals must be aware of the changes in teacher education requirements. Teacher qualification standards for accredited programs will follow the following time lines:

<table>
<thead>
<tr>
<th>By 2010</th>
<th>1 class, 1 teacher</th>
<th>2 classes, 2 teachers</th>
<th>3 classes, 3 teachers</th>
<th>4+ classes, teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher must have a minimum of an associate’s degree or equivalent</td>
<td>Both teachers must have a minimum of an associate’s degree or equivalent</td>
<td>All teachers must have a minimum of an associate’s degree or equivalent</td>
<td>All teachers have a minimum of a CDA or equivalent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 1 of the 2 teachers must be enrolled in a baccalaureate program or equivalent. Annual reports must show continuous progress.</td>
<td>At least 1 of the teachers must be enrolled in a baccalaureate program or equivalent. Annual reports must show continuous progress.</td>
<td>At least 50% of teachers have a minimum of an associate’s degree or equivalent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By 2015</td>
<td>Teacher must have a minimum of an associate’s degree or equivalent</td>
<td>Both teachers must have a minimum of an associate’s degree or equivalent</td>
<td>All teachers must have a minimum of an associate’s degree or equivalent</td>
<td>All teachers must have a minimum of an associate’s degree or equivalent</td>
</tr>
<tr>
<td></td>
<td>Teacher must be working toward a baccalaureate degree or equivalent.</td>
<td>At least 1 teacher must have a minimum of a baccalaureate degree or equivalent.</td>
<td>At least 1 of the 3 teachers must have a minimum of a baccalaureate degree or equivalent.</td>
<td>At least 25% of teachers have a minimum of a baccalaureate degree or equivalent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individuals should refer to the Accreditation Standards manual available through www.naeyc.org. The manual includes all time lines, including the requirements needed by 2020.

*Equivalence to CDA: A minimum of 12 college credits in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; professional practices and development.

*Associate’s degrees should be in child development-early childhood education. Equivalence is defined as 60 college credits, with 30 college credits in child development-early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; professional practices and development, including field-based experiences.

*Baccalaureate degrees should be in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; professional practices and development. Equivalence is defined as a baccalaureate degree in any discipline with a minimum of 36 college credits in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; professional practices and development, including relevant field-based experience.
Financial Assistance

T.E.A.C.H. Program: The Teacher Education And Compensation Helps scholarship program provides scholarships for early childhood professionals pursuing an A.S. degree in Early Childhood, a CDA, a CDA equivalency, and/or an Administrative Credential. You may contact the T.E.A.C.H. office by calling 877.FL.TEACH or at www.thechildrensforum.com

The T.E.A.C.H. program works with 53 colleges, universities and vocational technical schools throughout the state as well as 34 community-based training institutions. Under management of the Children’s Forum, the Florida T.E.A.C.H. Early Childhood Scholarship Program serves as an umbrella for a variety of educational scholarship opportunities for people working in early care and education programs including family child care homes. Since 1998, more than 10,000 scholarships have been awarded.

Hillsborough Community College

Financial aid is any scholarship, grant, loan, or employment (or a combination thereof) designed to help students meet their college expenses. The amount and types of financial aid given is based on state, federal and college guidelines. Students must be degree seeking, meet enrollment requirements and make satisfactory academic progress to be eligible for financial aid. Students seeking financial assistance must apply each academic year. To apply for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Florida Student Assistance Grant and certain college scholarships, the following forms must be completed:

- **FAFSA** [http://www.fafsa.ed.gov/]
  Forms are available in the financial aid department in student services. Each financial aid applicant must complete this form and submit it to the address indicated on the form.

- **Student Aid Report (SAR):** An official SAR is sent to all students who submit the Free Application for Federal Student Aid. This SAR contains information about a student’s Pell Grant eligibility as determined by the U.S. Department of Education. All pages of the SAR must be signed and submitted to the College’s Financial Aid office.

- **Income Tax Return (1040A/1040EZ/1040):** If so stated on the SAR, students must submit copies of their and their parents’ income tax returns for the most recent year and complete institutional verification forms.

Students are encouraged to visit the financial aid department in student services for further information.

Additional Sources of Financial Assistance

Scholarships

- HCC offers scholarships in a number of areas. Students are encouraged to visit the counseling department in student services for further information.

- FastWeb, a leading scholarship search service, helps students find financial support. Search [http://www.fastweb.com/](http://www.fastweb.com/)
Early Childhood Websites

National Association for the Education of Young Children: www.naeyc.org
National Association of Family Childcare: www.nafcc.org
Southern Early Childhood Association: www.southernairealychildhood.org
Early Childhood Association of Florida: www.ecaoffl.org
Hillsborough Early Childhood Association: www.hillsborougheca.org
Children’s Defense Fund: www.childrensdefense.org
Tuft’s University Child & Family Web Guide: http://www.cfw.tufts.edu/
Zero to Three: www.zerotothree.org
Baby Bungalow: An Early Childhood Resource Center: www.babybungalow.org
Child Care Aware (Choosing Child Care): http://www.childcareaware.org/en/
Children’s Forum: www.thechildrensforum.com
Children’s Board: www.childrensboard.org Learning Institute: www.childrensboard.org/learning
Healthy Families Florida: www.healthfamiliesfla.org
Healthy Start Coalition: www.healthystartcoalition.org
Office of Early Learning: www.schoolreadiness.org
Florida Department of Children and Families Childcare Information: www.dcf.state.fl.us/childcare/
Florida Directory of Early Childhood Services: www.centraldirectory.org
National Association for Early Education Research: www.nieer.org
All Kinds of Minds (Understanding Differences in Learning): www.allkindsofminds.org
Child Care Exchange: www.childcareexchange.com
National Institute of Child Health and Human Development: www.nichd.nih.gov
National Childcare Information Center: http://nccic.org
Association for Childhood Education International: www.acei.org
Council for Exceptional Children: www.cec.sped.org
National Clearinghouse for Professions in Special Education: www.specialedcareers.org
Social and Emotional Foundations of Early Learning: www.csefel.uiuc.edu
United Way of Florida (Success by Six): http://www.successby6-fl.org/
HCC Research Resources for Early Childhood Development:
http://www.hccfl.edu/facultyinfo/aellison/files/675DB3CDD2DD4BE3B4ABDA1A4BA0475F.htm
Child Development Centers and Teaching Lab Schools

The mission of the HCC campus-based child development centers is to provide quality accessible and affordable child care for our students, staff, and faculty. The child development centers are currently located at the Ybor and Dale Mabry campuses of Hillsborough Community College.
Dale Mabry Child Development Center

The Dale Mabry campus Child Development Center opened its doors during the fall semester of 2001. Its mission is to provide students, staff, and faculty with campus-based, affordable, and accessible quality childcare for children ages eighteen months to five years. The center is based on a developmentally appropriate practices (DAP) model*. The program provides a hands-on, developmentally-appropriate curriculum. The center is also used as a teaching Lab School to provide exemplary lab experiences to students in early childhood education and other fields.

The center is located on the far west side of the campus on Lois Avenue. For directions to the Dale Mabry campus, log onto http://hccfl.edu/campus/dm/
The Dale Mabry center is open from 7:30 a.m. to 5:30 p.m., Monday through Friday. The center follows the College’s calendar for closures. For more information, or to schedule a tour, please call the center’s director at 356-1603.

Ybor Child Development Center

The Ybor campus Child Development Center opened its doors during the spring semester of 2004. Its mission is to provide students, staff, and faculty with campus-based, affordable, and accessible quality child care for children ages one to five. The center is based on a developmentally appropriate practices (DAP) model*. The Ybor center has recently earned accreditation through the National Association for the Education of Young Children (NAEYC). It is also an approved Voluntary Pre-Kindergarten (VPK) site.

Robin Pentz, M.S., the Center’s Director, was one of three finalists for Hillsborough County Early Childhood Director of the Year for 2006.

The Ybor Child Development Center is also used as a teaching Lab School to provide exemplary lab experiences to students in early childhood education and other fields. The center has been awarded a grant to facilitate a control environment for the Early Learning & Literacy Model, funded by the Hillsborough County Children’s Board (www.childrensboard.org). This model was developed by the University of North Florida to promote emergent literacy as well as supportive learning strategies.

For directions to the Ybor campus, log onto http://yborweb.hccfl.edu/Maps_and_Phone_Info/Maps_and_Phone_Info.htm

The Ybor center is open from 7:30 a.m. to 5:30 p.m., Monday through Friday. The center follows the College’s calendar for closures. For more information, or to schedule a tour, please call the center’s director at 259-6400.

*For more information on developmentally appropriate practices, log onto www.naeyc.org/about/positions/daptoc.asp

"The primary gauge of quality has been accreditation by the National Association for the Education of Young Children… whose seal of approval is regarded as the gold standard by parents, educators and facilities” Wall Street Journal 3/24/06
### GENERAL EDUCATION REQUIREMENTS (16 hours)

<table>
<thead>
<tr>
<th>GROUP I COMMUNICATIONS (6 hours)</th>
<th>IP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>G*ENC 1101 Freshman English I</td>
<td>3</td>
</tr>
<tr>
<td>G*Select 3 hours from Gen Bi Humanities list</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP II MATHEMATICS/SCIENCE (3 hours)</th>
<th>IP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 1119 Intro Math w/App (non-transfer)</td>
<td></td>
</tr>
<tr>
<td>*any Gen Education math course (transfer)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP III SOCIAL SCIENCE (3 hours)</th>
<th>IP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>G*PSY 2012 General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### PROGRAM SPECIFIED GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>IP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>G*SYG 2000 Introduction to Sociology</td>
</tr>
</tbody>
</table>

### PROGRAM REQUIREMENTS (48 hours)

<table>
<thead>
<tr>
<th>Program Specified General Education Requirement</th>
<th>IP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS 2021 Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>CR 3</td>
<td></td>
</tr>
<tr>
<td>APA 1111 Basic Accounting</td>
<td></td>
</tr>
<tr>
<td>CGS 1107 Intro to Computers</td>
<td>1</td>
</tr>
<tr>
<td>*DEP 2102 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDF 1005 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1300 Planning the Early Childhood Program</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1308 Enhancing Intellectual Dev in Early Childhood Setting</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1311 Crafts in the Early Childhood Setting</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1401 The Family and Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1521 Oper of Early Childhood Center Management</td>
<td>3</td>
</tr>
<tr>
<td>EEC 1721 Enhancing Phys Development in Early Childhood Setting</td>
<td>3</td>
</tr>
<tr>
<td>EEC 2271 Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEC 2270 Meeting Special Needs of Children in Groups</td>
<td>3</td>
</tr>
<tr>
<td>SEM 2000 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>*EEC 1941 Child Care Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>*EEC 1943 Child Care Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>*OST 1335 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>SFC 1006 Speech Improvement</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits: 63**

*IP - In Progress  |   | C - Completed Course |

---

**AT THIS TIME, THE CLAST IS NOT REQUIRED FOR AN A.S. DEGREE; HOWEVER, STUDENTS PLANNING TO TRANSFER TO A STATE UNIVERSITY MUST PASS THE CLAST.**

---

Students must apply for a degree by the deadline date (See Catalog for further details).

This program has been approved by the Department of HRS as being equivalent to Child Development Associate (CDA) certification. Individuals who have completed this program and are interested in applying for the equivalency certification should contact the program manager.
WORKFORCE PROGRAMS
PROGRAM VIEW

FAMILY AND CONSUMER SCIENCES
FAMILY AND CONSUMER SCIENCES PROGRAMS: 2

2005-2006 ENROLLMENT/COMPLETIONS: 304/12

Table 4.11c: Family/Consumer Sciences

<table>
<thead>
<tr>
<th>FAMILY AND CONSUMER SCIENCE</th>
<th>2005-06 Campus, Status &amp; Demographics</th>
<th>Five Year Enrollments &amp; Completions</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>ASIAAE Early Childhood Management</td>
<td>10%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>BAYE Early Childhood Education</td>
<td>4%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>644</td>
<td>8</td>
<td>353</td>
</tr>
</tbody>
</table>
Occupation Report

25-2011
Preschool teachers, except special education

Occupation Report
This report examines one lowest-level Occupation (according to SOC classification).

Counties
(12057 Hillsborough, FL)

Region Comparison

<table>
<thead>
<tr>
<th>Region</th>
<th>2005 Jobs</th>
<th>2010 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Region</td>
<td>2,099</td>
<td>2,461</td>
<td>362</td>
<td>17%</td>
<td>$13.74</td>
</tr>
<tr>
<td>Florida</td>
<td>21,478</td>
<td>26,129</td>
<td>4,651</td>
<td>22%</td>
<td>$10.76</td>
</tr>
<tr>
<td>National</td>
<td>516,937</td>
<td>623,896</td>
<td>106,959</td>
<td>21%</td>
<td>$11.34</td>
</tr>
</tbody>
</table>

Occupation: Percent of Workforce, Percent Change in Jobs

The bar chart (at left) shows the percentage of the total workforce that Preschool teachers, except special education comprise at the regional level, the state level, and the national level. The line chart (at right) shows the percent change in jobs by year of Preschool teachers, except special education compared to the percent change for the regional economy.

25-2011: Percent of All Occupations

Percent Change in Jobs

Occupation Report

39-9011

Child care workers

Occupation Report
This report examines one lowest-level Occupation (according to SOC classification).

Counties
(12057 Hillsborough, FL)

Region Comparison

<table>
<thead>
<tr>
<th>Region</th>
<th>2005 Jobs</th>
<th>2010 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Region</td>
<td>7,083</td>
<td>7,792</td>
<td>709</td>
<td>10%</td>
<td>$8.13</td>
</tr>
<tr>
<td>Florida</td>
<td>102,763</td>
<td>120,730</td>
<td>17,967</td>
<td>17%</td>
<td>$7.26</td>
</tr>
<tr>
<td>National</td>
<td>1,794,363</td>
<td>2,078,945</td>
<td>284,582</td>
<td>16%</td>
<td>$7.34</td>
</tr>
</tbody>
</table>

Occupation: Percent of Workforce, Percent Change in Jobs
The bar chart (at left) shows the percentage of the total workforce that Child care workers comprise at the regional level, the state level, and the national level. The line chart (at right) shows the percent change in jobs by year of Child care workers compared to the percent change for the regional economy.

39-9011: Percent of All Occupations

Percent Change in Jobs

Employee Data

Pay Rates

Child Development Associate Pay Rate at Hillsborough Community College: $9.63

Preschool Teacher Pay Rate within Hillsborough County: $13.74

Child Care Worker Pay Rate within Hillsborough County: $8.13

Early Childhood Department Program Manager and Lead Faculty of AS.CHILD Program

<table>
<thead>
<tr>
<th>Telephone Calls</th>
<th>FA/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Requests for information</td>
<td>1176</td>
</tr>
<tr>
<td>• Program Business</td>
<td>257</td>
</tr>
<tr>
<td>• Miscellaneous</td>
<td>199</td>
</tr>
<tr>
<td>• Hang ups</td>
<td>135</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1767</strong></td>
</tr>
</tbody>
</table>

No clerical support for telephone calls.
Student Survey Data   FA/06

AS.CHLID program:

Students currently working with children: 96%

Students working in licensed childcare settings: 91%

Students who currently possess a Child Development Associate credential or equivalency (CDA or CDA-E): 43%

Students who are members of an early childhood association: 18%

Students who intend to pursue an undergraduate degree (eg., BSAS) in early childhood/child development immediately following graduation: 38%

Student preference in class scheduling:

Once a week, M-TH: 54%

Saturday (“fast track”): 46%

Students who are interested in web-based/online classes: 87%

Students with computer access at home: 88%

Students who own an mp3 player (ipod, etc.): 26%

AS.Child degree codes/Review of 38 student files

- 24% were registered incorrectly
  - Registered as AA students, nursing/human services students
- 76% were registered correctly
  - AS.Child
Course Delivery Data  2006-2007

AS.CHILD program:

<table>
<thead>
<tr>
<th>Sections</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Once a week M-TH</td>
<td>17</td>
</tr>
<tr>
<td>• Weekend</td>
<td>9</td>
</tr>
<tr>
<td>• Hybrid (Class sessions and use of WebCT)</td>
<td>2</td>
</tr>
<tr>
<td>• Online only</td>
<td>0</td>
</tr>
<tr>
<td>• Service Learning</td>
<td>2</td>
</tr>
</tbody>
</table>
**CDC Partnerships with Community Organizations**

American Heart Association  
Asthma & Allergy Foundation of America  
Children’s Board of Hillsborough County  
City of Tampa Police Department  
Department of Children and Families  
Early Learning Coalition of Hillsborough County  
Early Literacy Learning Model  
Epilepsy Foundation  
Florida Diagnostic Learning Resource Services  
Florida Mental Health Institute  
Hartline  
Hillsborough County Childcare Licensing  
Hillsborough County Public Library  
Hillsborough County Sheriff’s Department  
Hillsborough County School Readiness Programs  
Humane Society of Tampa Bay  
National Association for the Education of Young Children  
Nova Southeastern University-Early Literacy Program and Project PITCH  
Pediatric Dental Center  
Tampa Children’s Hospital Child Advocacy program  
Tampa Fire Rescue  
Tampa Light House for the Blind

**AS.CHILD Program Outreach**

<table>
<thead>
<tr>
<th></th>
<th>SP/06</th>
<th>FA/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Outreach</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Professional Development Programs</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
NAEYC Early Childhood Program Accreditation

Since its founding in 1926, the National Association for the Education of Young Children (NAEYC) has been working to define quality in programs for young children. In 1985, NAEYC established its accreditation system to set professional standards for early childhood programs and to help families identify high-quality programs. NAEYC Accreditation is a voluntary system by which programs measure themselves against a national set of standards, and the number of programs pursuing NAEYC Accreditation has grown rapidly through the years. From only a few hundred accredited programs in 1988, there are now more than 10,000 NAEYC-accredited programs, serving nearly one million young children! NAEYC Accreditation has been, and continues to be, the mark of quality in early childhood education.

Reinvention

Since it was established, NAEYC has worked to improve the NAEYC Accreditation system, both to prepare for the future and to support the ongoing improvement of early childhood programs based on the latest research and information on early childhood education. In 1999, the NAEYC Governing Board created a National Commission on Accreditation Reinvention. For two years, the Reinvention Commission solicited extensive input from the early childhood field and other stakeholders; consulted specialists in the fields of accreditation, law and other related areas; and tested innovative accreditation practices. The result was ten recommendations to strengthen the reliability and accountability of NAEYC Accreditation for children and families, for early childhood educators and programs, and for employers, foundations, facilitation projects and others who support the system.

Based on the Commission's recommendations, NAEYC's reinvented accreditation system is designed to:

- Establish NAEYC Accreditation as a standard-bearer for program excellence
- Improve program accountability for families and others
- Focus NAEYC's accreditation system on programs for children from birth through kindergarten

In April 2005, the NAEYC Governing Board approved new NAEYC Early Childhood Program Standards and Accreditation Criteria. The new standards and criteria, which take effect September 16, 2006, are a major step forward for NAEYC Accreditation, the early childhood profession, and the children and families served by NAEYC-accredited programs.

The Mission remains the same

While we are making important changes to the NAEYC Accreditation system, the mission of NAEYC is unchanged. The Association remains focused on helping all early
childhood programs improve, and we are developing new materials and resources to support a broad range of program improvement efforts.

NAEYC Accreditation continues to be the mark of quality – for children and families, for early childhood programs and educators, and for all the people and organizations that recognize the importance of helping young children get a great start on learning and development.

Introduction to the NAEYC Early Childhood Program Standards and Accreditation Criteria

Ensuring the quality of children's daily experiences in early childhood programs and promoting positive child outcomes is the heart of the new NAEYC Early Childhood Program Standards and Accreditation Criteria.

The program standards and accreditation criteria are based on a conceptual framework with four areas of focus. The primary focus area is Children, which incorporates five early childhood program standards, each advancing children's growth in realms of learning and development. Achieving excellence requires early childhood programs to have an effective and durable support structure. This support structure promotes program accountability and makes it possible for classroom life to be consistently nurturing and filled with learning opportunities for each child—and for this high level of quality to be sustained over time. This caliber of program quality depends on Teaching Staff, Partnerships, and Administration, the three additional focus areas, which encompass five additional program standards.
The ten program standards and their criteria uphold a standard-bearer system and support NAEYC Accreditation as an agent for improving the quality of early childhood programs for all children. Accreditation as standard-bearer denotes that NAEYC Accreditation sets the norm for what it means to be a high-quality early childhood program and that the standards and criteria established for NAEYC-accredited programs contribute to children's optimal development and learning.

Collectively, the ten NAEYC Early Childhood Program standards represent essential, interlocking elements of high-quality programs for all children from birth through kindergarten. "All children" means all; it includes children with developmental delays and disabilities; children whose families are culturally and linguistically diverse; and children from diverse socio-economic groups. It also recognizes that all children have individual learning styles, strengths, and needs.

The program standards and criteria represent are evidence-based and grounded in six explicit values:

- The uniqueness of childhood as a developmental phase;
- The essential contribution to optimal child learning and development of reciprocal, respectful relationships with children and their families;
- The distinctive opportunity from birth through kindergarten to support children's intellectual, language, and social-emotional development;
- The essential role of partnerships with families and communities;
• The significance of a strong program infrastructure in providing high-quality care and education, and
• The importance of the quality of children's lives in the present, not only as preparation for the future.

These values, in combination with the evidence-based criteria, reiterate the Association's core belief that children are the ultimate beneficiaries of NAEYC Accreditation. In combination with other elements of NAEYC's reinvented early childhood program accreditation system, the early childhood program standards and accreditation criteria strive to ensure that young children in NAEYC-accredited programs receive consistently high-quality care and education that contributes to their positive learning and development.

DEVELOPMENT OF THE EARLY CHILDHOOD PROGRAM STANDARDS AND ACCREDITATION CRITERIA

The NAEYC Governing Board, as part of its Project to Reinvent NAEYC Accreditation, appointed a 10-member Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria in 2002. The Board charged the Commission to (1) develop explicit program standards for early childhood programs serving children from birth through kindergarten and (2) develop accreditation criteria for each of the program standards, making them more evidence-based and current with the profession's knowledge of best practice.

The Commission worked on this task for 2½ years. The accreditation criteria were developed in conjunction with nine Technical Resource Teams of educators, administrators and researchers from around the country. The development process was informed by the input and feedback of thousands of individuals on various iterations of the program standards and criteria; a review of the empirical literature; and the findings of field tests conducted by a research team from the University of California-Los Angeles.

Definition of Terms

An early childhood program standard is a global, evidence- and value-based statement that identifies performance expectations for an area of functioning in excellent early childhood programs.

An accreditation criterion is an evidence-based statement that defines a discrete expectation for program practice.

Collectively, accreditation criteria make operational the early childhood program standard with which they are associated. (Performance may be assessed either through observation of behavior or document review.)
A topic area outlines the areas of program performance addressed by individual performance categories.

Age groups provides an overall organizational structure for NAEYC's accreditation criteria. Five groups organize the accreditation criteria:

One universal group includes criteria that are applicable to all NAEYC-accredited programs (regardless of the developmental level of children served).

Four groups address specialized accreditation criteria for programs serving:

1. infants
2. toddlers and twos
3. preschoolers
4. kindergartners.

In demonstrating that they meet each of the ten early childhood program standards, NAEYC-accredited programs must address, at minimum, accreditation criteria tied to two accreditation groups: the universal group and at least one of the specialized age groups.

© National Association for the Education of Young Children —Promoting excellence in early childhood education
1313 L St. N.W. Suite 500, Washington DC 20005
**NAEYC Standards for Early Childhood Professional Preparation**

**CRITERIA: PROGRAM CONTEXT**

**A. PROGRAM IDENTITY**

**Criterion 1: Mission and Role in Community**
The early childhood associate degree program has established a clear identity and role in its community and is responsive to community stakeholders.

**B. DESIGN OF PROFESSIONAL PROGRAM**

**Criterion 2: Conceptual framework**
The early childhood associate degree program is based on a conceptual framework that is linked to the program’s mission and values.

**Criterion 3: Program of Studies**
The program of studies is a coherent series of courses and field experiences that promote student learning in relation to the NAEYC standards and supportive skills.

**Criterion 4: Quality of Teaching**
The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote student learning in relation to the NAEYC standards and supportive skills. They reflect the current professional knowledge base and are responsive to the characteristics of the program’s students.

**Criterion 5: Quality of Field Experiences**
The program’s field experiences support students’ learning in relation to the NAEYC standards.

**C. STUDENTS**

**Criterion 6: Qualifications and Characteristics of Students**
The program encourages enrollment of a diverse group of students who have potential to succeed as early childhood educators.

**Criterion 7: Advising and Supporting Students**
The program ensures that students are adequately advised and supported.

**D. FACULTY**

**Criterion 8: Qualifications and Composition of Faculty**
The program ensures that faculty demonstrate the qualifications and characteristics needed to promote students’ learning in relation to the NAEYC standards and supportive skills.

**Criterion 9: Professional Responsibilities**
Faculty responsibilities allow them to promote students’ learning in relation to the NAEYC standards and supportive skills.
Criterion 10. Professional Development
Faculty are provided with professional development that strengthens their ability to promote students’

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM
Criterion 11: Program Organization and Guidance
The program’s organization and guidance are mission-driven and participatory, placing the needs of students as its first priority.

Criterion 12: Program Resources
The program has sufficient resources to support its efforts to promote students’ learning in relation to NAEYC standards and supportive skills

STANDARDS: PROGRAM CONTENT AND OUTCOMES

F. LEARNING OPPORTUNITIES
The program provides learning opportunities that explore key elements of the NAEYC Accreditation Standards and the Supportive Skills for associate degree programs. These learning opportunities are connected to and prepare students for assessment.

G. ASSESSMENTS AND EVIDENCE OF STUDENT PERFORMANCE
The program assesses and is documenting evidence of student performance related to the NAEYC Standards and Supportive Skills for associate degree programs. Data collected on student performance is used to make ongoing improvements in the program that respond to documented student needs.

The Standards
Standard 1: Promoting child development and learning
Standard 2: Building family and community relationships
Standard 3: Observing, documenting, and assessing to support young children and families
Standard 4: Teaching and learning
Standard 5: Becoming a professional

The Supportive Skills
Supportive Skill 1: Self-assessment and self-advocacy
Supportive Skill 2: Mastering and applying foundational concepts from general education
Supportive Skill 3: Written and verbal communications skills
Supportive Skill 4: Making connections between prior knowledge/experience and new learning
Supportive Skill 5: Identifying and using professional resources