Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Administration of Programs for Children I
Course Prefix and Number – CDEC 2426
Department – Education/ Early Childhood
Division – Technology and Business
Course Type: (check one)

☐ Academic General Education Course (from ACGM – but not in WCJC Core)
☐ Academic WCJC Core Course
☒ WECM course (This course is a Special Topics or Unique Needs Course: Y☐ or N☒)

Semester Credit Hours #: Lecture Hours #: Lab/Other Hours #: 4:3:2

EQUATED PAY HOURS FOR COURSE - 4

Course Catalog Description – Application of management procedures for early care and education programs. Includes planning, operating, supervising, and evaluating programs. Topics cover philosophy, types of programs, policies, fiscal management, regulations, staffing, evaluation, and communication.

Prerequisites/Co-requisites – Approval of program director and must be able to pass a criminal background check to participate in required lab hours.

Prepared by Barbara S. Lynn
Date 07-02-2013

Reviewed by Department Head Barbara S. Lynn
Date 07-02-2013

Accuracy verified by Division Chair David Kucera
Date 07-11-2013

Approved by Dean or Vice President of Instruction Amy LaPan
Date 3-3-2014
I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Topics cover
- philosophy
- types of programs
- planning effective program policies
- fiscal management and budgeting
- regulations (state and federal)
- staffing,
- evaluation (of the setting, teachers, and support staff)
- communication (with teachers, staff, parents, families, and children)
- duties of an Early Childhood administrator
- planning and maintaining an effective climate in Early Childhood programs
- leadership models/traits of an effective administrator
- forming collaborations with staff, teachers, families, and the larger community

Students will participate in 16 weeks of 2-hour labs at a licensed facility, completing assignments related to the course content of managing a quality child care program.

National Association for the Education of Young Children Standards measured in this course:
1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. **Course Learning Outcomes**

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<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
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<td><strong>Upon successful completion of this course, students will:</strong></td>
<td>1.2.3.4. Students will submit a portfolio documenting lab experiences and assignments (which include a statement of philosophy) that is graded according to a rubric (30% of grade; grade of 70 indicates mastery).</td>
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<td>1. Analyze the planning functions; evaluate the operational functions; and interpret the supervisory functions of an administrator.</td>
<td>1.2.3.4. Students will complete a midterm and final exam (and other quizzes as deemed necessary by the instructor) assessing course objectives (grade of 70 indicates mastery). The midterm exam must include at least one</td>
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<td>5. And will reflect each week on the administration of developmentally appropriate programs for children (according to standards established by the National Association for the Education of Young Children-NAEYC).</td>
<td>essay question to assess higher levels of Bloom’s Taxonomy.</td>
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<td>5. Weekly, in-class journal of reflections on topics involving the appropriate administration of children’s programs that will be factored into the participation grade.</td>
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### III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of:


**AND**


### IV. Suggested Course Maximum - 35

### V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Classroom space to allow for small group work.

### VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After reading the assigned text books, participating in classroom discussions, and completing the assigned labs and tests:

30%-Students keep a record of their lab assignments in a binder or notebook that is graded according to a rubric, and students are evaluated by the director of the external learning site on a departmental rating form.
20%-Students are evaluated according to their attendance, weekly journal entries, and participation in class assignments
50%-Written Tests (midterm, final, others deemed necessary by the instructor) The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy.

**Grading Scale**

- **A**-90-100%
- **B**-80-89%
- **C**-70-79%
- **D**-60-69%
- **F**-59 and below
VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
   No additional documentation needed

☐ - Academic WCJC Core Course
   Attach the Core Curriculum Checklist, including the following:
   • Basic Intellectual Competencies
   • Perspectives
   • Exemplary Educational Objectives

☒ - WECM Courses
   If needed, revise the Program SCANS Matrix & Competencies Checklist.