



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 1

Course Prefix and Number – CDEC 2326

Department – Education and 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

X WECM course (This course is a Special Topics or Unique Needs Course: Y or NX)

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

Equated Pay hours for course - 3

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. (Capstone Course)

List Lab/ Other Hours
Lab Hours 2
Clinical Hours 0
Practicum Hours 0
Other (list) 0

approval of the program director.

Prerequisites/Co-requisites – 15 hours in early childhood education, GPA of 2.0 or higher, and

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Date 3.26.2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2105

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15



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
- lesson planning and implementation
- 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

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Develop an initial operational plan; 2. Identify the functions of an administrator. 3. Evaluate an early care and education program. 4. Analyze methods of effective communication 5. Utilize skills in speaking, writing, computation, and computer applications. 6. Reflect each week on the administration of developmentally appropriate programs for children (according to standards 	<p>1.2.3.4.5.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).</p> <p>1.2.3.4. 5. 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 essay question to assess higher levels of Bloom’s Taxonomy.</p>

<p>established by the National Association for the Education of Young Children-NAEYC).</p>	<p>6. Students will compose a weekly, in-class journal of reflections on topics involving the appropriate administration of children's programs that will be factored into the participation grade.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of:
 Sciarra, Dorsey, & Lynch (most recent edition). Developing and administering child care and education programs (7th ed.). Cengage Learning.

AND

Bredecamp & Copple (2009). Developmentally appropriate practices in programs serving children (3rd ed.) Washington, DC: NAEYC. ISBN 13: 9781928896647

IV. Suggested Course Maximum - 35

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

None

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

X WECM Courses

If needed, revise the Program SCANS Matrix & Competencies Checklist.