



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.

List Lab/ Other Hours
Lab Hours 2 hours/week (32)
Clinical Hours 0
Practicum Hours 0
Other (list) 0

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Date 06-29-2011

Reviewed by department head Barbara S. Lynn

Date 06-29-2011

Accuracy verified by Division Chair David Kucera

Date 10/21/11

Approved by Dean of Vocational Instruction or Vice President of Instruction SDees

Date 7/11/12



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):

- Analyze the planning functions of an administrator (as it relates to the building, the overall climate of the program, the curriculum, staff assignments, budgets, safety, compliance with licensing standards, etc.)
- Evaluate the operational functions of an administrator (including safety and fiscal policies)
- Interpret the supervisory functions of an administrator (including the management of staff and the involvement of families in the program)
- Summarize the evaluation of functions in an early care and education program
- Analyze methods of effective communication (with staff, families, and children)
- Utilize skills in speaking, writing, computation, and computer applications (as applied to communication with staff, families, colleagues, and children)
- Identify regulations governing the administration of programs for children
- Identify and examine varying philosophies governing programs for children

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. Building family and community relationships
2. Observing, documenting, and assessing to support young children and families
3. Identifying with and acting as an early childhood professional
4. Promoting child development and learning

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>1. Students will utilize skills in speaking, writing, computation, and computer utilization as applied to the administration of programs for children ages birth to age 12 years, communicating thoughts, ideas, information, and messages in writing in a weekly journal.</p> <p>2. Students will observe, define, and refine management skills and techniques required of a director of a program for children.</p>	<p>1. Students will be assessed a class participation grade measuring their participation in group discussions, and in-class assignments, and in-class journal entries factored into the attendance/ participation grade (20% of grade, grade of 70 indicates mastery).</p> <p>2. 3. 4.5. Students will submit a portfolio of 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>3. Students will examine varying philosophies governing programs for children.</p> <p>4. Students will identify regulations governing the administration of programs for children.</p> <p>5. Students will define and develop sound policies, (involving staffing, fiscal policies, and management techniques) in administering programs for children in a developmentally appropriate way (according to standards defined by the National Association for the Education of Young Children-NAEYC).</p>	<p>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>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent editions of:

Sciarra, Dorsey, & Lynch (2010). Developing and administering child care and education programs (7th ed.). Cengage Learning. ISBN 13: 9781428361379

AND

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

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course. Students must participate in lab experiences outside of the classroom at approved programs for two hours per week.

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
 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.

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.