

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Administration of Programs for Children I
<b>Course Prefix, Num. and Title</b>	CDEC 2326 Administration of Programs for Children I
<b>Division</b>	Technology and Business
<b>Department</b>	Education / Early Childhood
<b>Course Type</b>	WECM Course
<b>Course Catalog Description</b>	(Capstone Course) 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. This course requires students to complete a number of hours in an external learning environment. Contact the program director for more information. This is the Capstone Course for the Level 1 Certificate.
<b>Pre-Requisites</b>	GPA of 2.0 or higher and Division Chair approval
<b>Co-Requisites</b>	None

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:2:2
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	2
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

### Approval Signatures

Title	Signature	Date
<b>Division Chair:</b>	David Kucera, Technology & Business Division Chair	03-30-2023



## **Additional Course Information**

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Topics cover:

1. Philosophy
2. Types of programs
3. Lesson planning and implementation
4. Planning effective program policies
5. Fiscal management and budgeting
6. Regulations (state and federal)
7. Staffing
8. Evaluation (of the setting, teachers, and support staff)
9. Communication (with teachers, staff, parents, families, and children)
10. Duties of an Early Childhood administrator
11. Planning and maintaining an effective climate in Early Childhood programs
12. Leadership models/ traits of an effective administrator
13. 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

### **Course Learning Outcomes:**

**Learning Outcomes – Upon successful completion of this course, students will:**

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 established by the National Association for the Education of Young Children NAEYC)

**Methods of Assessment:**

- 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).
- 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.
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.



**Required text(s), optional text(s) and/or materials to be supplied by the student:**

Dorsey, & Lynch (most recent edition). Developing and administering child care and education programs Cengage Learning.

AND

Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8 (4<sup>th</sup> ed.). Washington, DC: NAEYC.

**Suggested Course Maximum:**

35

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

None

**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:

- 20% -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.
- 10% -Students are evaluated according to their attendance, weekly journal entries or online discussions, 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.
- 20% - Key assessment 2 (Philosophy paper, teacher checklist, and response to NAEYC Code of Ethical Conduct)

Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59 and below

**Curriculum Checklist:**

**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

**Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist