

Administration of Programs for Children I

Class

CDEC 2326

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.

Co-Requisites and Pre-Requisites: Passage of background check is required for this course.

Course Learning Objectives

1. Analyze the planning functions of an administrator.
 - a. Analyze different types of early childhood programs.
 - b. Compare the functions and roles of the director the various programs.
 - c. Define philosophy.
 - d. Analyze how philosophies form various types of programs.
 - e. Evaluate how the philosophy of a program affects the curriculum.
 - f. Recognize the important role of parents in planning for children.
 - g. Write a program philosophy including goals and objectives.
 - h. Analyze program policies (e.g., parent policies, personnel policies, etc.)
 - i. Write a parent handbook for an early care and education program.
2. Evaluate the operational function of an administrator.
 - a. Discuss the licensing process.
 - b. Describe licensing regulations (Texas Minimum Standards).
 - c. Simulate/participate in a licensing process.
 - d. Explain local, state, and national laws and regulations which impact a program.
 - e. Identify resources available to assist programs.
 - f. Discuss the impact of developmentally appropriate practices on the operations of a program.
 - g. Define "accreditation."
 - h. Examine a fiscal management system.
 - i. Evaluate a budget for an early care and education program.
3. Interpret the supervisory functions of an administrator.
 - a. Analyze staffing needs.
 - b. Discuss the employment process (e.g., job descriptions, recruiting, screening, interviewing, selecting, terminating).
 - c. Develop a staff orientation plan.
 - d. Evaluate a staff meeting.
4. Summarize the evaluation functions in an early care and education program.
 - a. Summarize methods to evaluate the program.
 - b. Discuss purposes of and methods for staff evaluation and staff development plans.
 - c. Discuss techniques for staff evaluation.
 - d. Explain types of evaluations which can be completed for children.
 - e. Analyze evaluation instruments.
 - f. Conduct a program evaluation.
5. Explore methods of effective communication.
 - a. Discuss the importance of communicating with staff and families.
 - b. Explore methods of communicating with staff and families.
 - c. Implement a type of parent and/or staff communication.
 - d. Demonstrate teamwork skills when working with colleagues and families.
6. Utilize skills in speaking, writing, computation, and computer utilization.

Required Textbooks

Click, P. M., & Karkos, K. (2014). *Administration of programs for young children* (9th ed.). Cengage Learning.

NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.

Evaluation Standards

Grades will be taken at the discretion of the instructor. Semester grades are based on the following:

Attendance/Participation/Discussions 25%

Assignments 35%

Projects & Assessments 40%

At the end of the semester, you will receive a letter grade based on the following averages:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

Disabilities**ADA Statement:**

Any student with a documented disability (e.g. learning, psychiatric, vision, hearing, etc.) may contact the Office on the Weatherford College Weatherford Campus to request reasonable accommodations. *Phone:* 817-598-6350
Office Location: Office Number 118 in the Student Services Building, upper floor. *Physical Address:* Weatherford College 225 College Park Drive Weatherford, TX.

Academic Integrity

Academic Integrity is fundamental to the educational mission of Weatherford College, and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty of any kind will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials including unauthorized use of Generative AI. Departments may adopt discipline specific guidelines on Generative AI usage approved by the instructional dean. Any student who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional procedures.