



**SCHOOL OF EDUCATION
VIRTUAL CAMPUS**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: ECHD 4319 Administration of Programs for Young Children

TERM AND DATES: Fall 2 October 13 – December 13, 2025

Holidays: Thanksgiving November 24-28, 2025

Online: <https://wbu.blackboard.com>

INSTRUCTOR: Suzanne Kimball

PHONE: (806) 729-9259

E-MAIL ADDRESS: suzanne.kimball@wayland.wbu.edu

OFFICE HOURS: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone at 8 am – 9 pm CST.

CATALOG COURSE DESCRIPTION: This course serves as a clear guide for new and experienced directors and emphasizes the director's responsibility for being a leader in both program and people maintenance. Presented are the business skills and knowledge that every director must have: funding; budgeting; selecting, training, and supervising staff; housing the program; purchasing equipment; and evaluating the program. This course gives early childhood professionals the tools they need to implement an excellent program for young children and their families.

PREREQUISITE: None

REQUIRED RESOURCE MATERIALS:

Adams, S., Kronberg, A. S., & Donley, M. L. (2021). *Developing and Administering an Early Childhood Education Program* (10th ed.). Cengage Learning
ISBN: 9780357513200/ e Textbook ISBN: 9780357711286 Textbook
is available in online access

Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE:

Chapter 1: The Effective Director.

Chapter 2: Addressing Community Need and Establishing a Program.

Chapter 3: Licensing and Certification.

Chapter 4: Organizing Center Structure and Working with a Board.

Chapter 5: Handling Financial Matters.

Chapter 6: Funding the Program.

Chapter 7: Developing a Center Facility.

Chapter 8: Equipping the Center.

Chapter 9: Staffing the Center.
Chapter 10: Recruiting Children
Chapter 11: Supporting Quality Curriculum
Chapter 12: Managing the Food and Health and Safety Programs.
Chapter 13: Working with Families, Volunteers, and the Community.
Chapter 14: Providing for Personal and Professional Staff Development.
Chapter 15: Evaluating Center Components
Chapter 16: Marketing the Program

COURSE REQUIREMENTS:

- The student will attend class, read all assigned materials, participate in class activities, field experiences, and assignments, and will behave in a professional manner. Students will complete all assignments at the appropriate time; due dates are important.
- All assigned work must be word-processed.
- The student will complete a midterm and a final exam. Tests are open book, timed, and not proctored.
- Written Assignments
- Discussion Board Assignments
- Research Project

COMPETENCIES FOR THIS COURSE:

- Students will conduct themselves as members of the early childhood profession.
- Students will become informed advocates for sound educational practices and policies.
- Students will practice collaborative discussion to demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of best practices.
- Students will be introduced to the skills and understanding to establish a program, organize the program structure, work with an advisory board, manage financial matters and funding, staff the program, group and enroll children, handle food and safety issues, and evaluate program components.

STUDENT LEARNING OUTCOMES:

Analyze the planning functions of an administrator

Philosophy and Mission Statement; Goals and Objectives; Role of parents in planning for children
Analyze program policies
Evaluate the operational functions of an administrator
Licensing Regulations and Law (local, state, and national)
Identify resources available to assist programs
Developmentally Appropriate Practices; Accreditation processes and procedures
Fiscal management system; Budgeting and Management
Supervisory functions; Administrative styles and roles
Staffing needs; Employment processes (e.g., job descriptions, recruiting, screening, interviewing, selecting, terminating)
Orientation plan; Evaluate staff meetings

Summarize the evaluation functions in an early care and education program

Methods to evaluate programs
Staff evaluation and staff development plans

Evaluations of children; Analyze evaluation instruments

Explore methods of effective communication

Communicating with staff and families

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

- Written assignments
- Discussion Board participation
- Midterm, Final Exam
- Project

ATTENDANCE POLICY:

1. Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.
2. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
3. Students aware of necessary absences must inform the professor with as much advance notice as possible to make appropriate arrangements.
4. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
5. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
6. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Instructor's Additional Policies: Attendance for this virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity—not the last log in.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, you can meet class at your convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard tracks the times and time stamps submissions. All assignments have deadlines for submission. If unexpected situations happen, please communicate with me via email, so we can work together for success.

Academic Integrity: [Statement on Academic Integrity](#)

Generative AI tools permitted in specific context and with proper citations.

Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

Specific parameters for generative AI usage are provided by the instructor.

Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodations

COURSE REQUIREMENTS and GRADING CRITERIA:

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
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Chapter Assignments (6)	210 points (35 points each)
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Test 1	100 points
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Test 2	100 points
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Research Project	90 points
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Scoring Rubrics: Scoring rubrics are posted with each assignment

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

Grade Appeal Statement: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Coursework at a Glance

Week	Date	Assignments to complete this week	Text Readings to complete this week	Assignments that are due this week Mondays midnight CST Original DB posts due on Fridays midnight with responses due by Mondays midnight CST
1	10-13-25	Assignment 1 DB#1	Chapters 1,2,3	Required First Assignment
2	10-20-25	Assignment 2 DB #2	Chapters 4,5,6	Assignment 1 DB#1
3	10-27-25	Assignment 3 DB #3 Begin Project	Chapters 7,8,9	Assignment 2 DB #2
4	11-3-25	Test #1 Assignment 4 Continue Project	Chapter 10	Assignment 3 DB #3
5	11-10-25	Assignment 5 DB #4	Chapters 11,12,13	Test #1 Assignment 4
6	11-17-25	Assignment 6	Chapters 14,15,16	Assignment 5 DB #4
	11-24-25	Thanksgiving Holiday		
7	12-1-25	Test #2, DB#5		Assignment 6 Project
8	12-8-25	Smile		Test #2, DB#5