Course Syllabus
Administration of Programs for Children II
CDEC 2328

Semester with Course Reference Number (CRN)	Spring 2016 94398
Instructor contact information (phone number and email address)	Darla Fontana, MS Ed. 713-718-5472 or 281-597-0222 Darla.fontana@hccs.edu and dfontana@cclc.com
Office Location and Hours	Central Campus EDC Building D-118 By appointment only
Course Location/Times	Central Campus EDC Building Room 117 Wednesday – 6:00pm – 9:00pm
Course Semester Credit Hours (lecture, lab)	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours 0.00
Total Course Contact Hours	48
Course Length (number of weeks)	15 Weeks
Type of Instruction	Lecture
Course Description:	An in-depth study of the skills and techniques in managing early care and education programs, including legal and ethical issues, personal management, team building, leadership, conflict resolution, stress management advocacy, professionalism, fiscal analysis and planning parent education/partnerships, and technical applications in programs.
Course Prerequisite(s)	CDEC 2326
Academic Discipline/CTE Program Learning Outcomes	NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 6. Becoming a Professional
Course Student	1. Discuss codes of conduct.

Learning Outcomes (SLO)	2. Describe communication skills needed in effectively administering an early care and education program. 3. Discuss the importance of parent education/partnerships in early care and education programs 4. Explain the administrator's role in advocacy 5. Describe personnel management skills necessary to administer programs 6. Explain legal issues which impact programs 7. Evaluate fiscal responsibilities of an administrator. 8. Examine current technology and issues in early care and education administration. 9. Utilize skills in speaking, writing, computation, and computer utilization.
Learning Objectives	1.1 Identify the administrator's role in implementing a code of conduct. 1.2 Discuss professionalism. 2.1 Implement a type of staff communication. 3.1 Implement a technique(s) for providing parent education or building parent partnerships. 4.1 Define advocacy. 4.2 Describe the accreditation process. 5.1 Discuss leadership styles and identify a style that fits the student as a director. 5.2 Plan and conduct a staff meeting. 6.1 Discuss labor laws. 7.1 Develop tools for marketing a program. 8.1 Analyze technology needs of an early care and education program.
SCANS and/or Core Curriculum Competencies	SCANS **Discuss codes of conduct.** Workplace Competencies - Information -Acquires & Evaluates Workplace Competencies - Information -Interprets & Communicates **Describe communication skills needed in effectively administering an early care and education program.** Foundation Skills - Basic -Listening Foundation Skills - Basic -Speaking **Discuss the importance of parent education/partnerships in early care and education programs** Foundation Skills - Basic -Listening Foundation Skills - Basic -Speaking **Explain the administrator's role in advocacy** Workplace Competencies - Information -Interprets & Communicates **Describe personnel management skills necessary to administer programs** **Explain legal issues which impact programs** Workplace Competencies - Information -Interprets & Communicates **Evaluate fiscal responsibilities of an administrator.** Workplace Competencies - Information -Uses Computers to Process **Examine current technology and issues in early care and education administration.** Workplace Competencies - Information -Organizes & Maintains **Utilize skills in speaking, writing, computation, and computer utilization** Foundation Skills - Basic -Writing Foundation Skills - Basic -Mathematics Foundation Skills - Basic -Speaking
Course Calendar	See Attached

Instructional Methods	Face to Face Web-enhanced (49% or less) Distance (100%)
Required Component	review of *NAEYC Standards* assignment
Student Assignments	All assignments must be submitted in a word format. A rubric will be provided for each assignment, ensure to read and follow the rubric for accurate scoring. **Projects: 4 @ 50 points each = 200 points | 2 @ 100 points = 200 points** Role Model Assignment, Ethical Dilemma Assignment, Orientation Project, Staff Training Project, Advocacy Letter and **NAEYC Project (this is a required component) – Individual project information will be provide.** In Class Assignments and On Line Assignment: 5 @ 20 points= 100 points Participation will be required to receive a grade for the in class assignments. These assignments will be based on chapter and in class discussion. Classroom Observations: 2 @ 25 = 50 points Using the Leader's Resource 5-2 complete a classroom observation and answer the questions provided.
Student Assessment(s)	Tests: 2 @ 50 points each = 100 points Test 1 – Chapters 1 -4 Test 2 – Chapters 5 – 8
Instructor's Requirements	In Class participation, complete assignments and take all tests. Students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor; a stable Internet connection; and use of the Firefox browser when using Eagle Online.
Program/Discipline Requirements	**NOTICE** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care." **Orientation** Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory orientation. Contact the department at 713-718-6303 for more details about the orientation.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student

must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Instructor Grading Criteria	A – 650 - 585 B – 584 - 520 C – 519- 455 D – 454 - 390 F – 390 or below (failing grade)
Instructional Materials	Sciarra, D.J. & Dorsey, A.G. (2002). *Leaders and Supervisors in Child Care Program.* Albany, New York: Cengage. National Association for the Education of Young Children (2005). *NAEYC Early childhood Program Standards and Accreditation Criteria*. Washington, DC: Author.
EGLS3 – Evaluation for Greater Learning Student Survey System	At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.
Access Student Services Policies on their Web site	http://www.hccs.edu/district/about-us/policies/d-student-services/
Access DE Policies on their Web site	http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf
Attendance Policy	For a 3-credit-hour lecture class, meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes late to class and leaving class early.
DE Attendance Policy	All students are expected to attend classes regularly, thus DE students must login to this course on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count towards attendance. Active participation means turning in assignments each week. If you are having technical difficulties and cannot login, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.
Title IX	HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.

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COURSE CALENDAR – Spring 2016

Dates	Class Discussion	Assignment Due	Points
January 20	Introductions, Syllabus and Assignment Discussion		
January 27	Chapter 1 – Leader's Role	In Class Assignment	20
February 3	Chapter 2 – Discussion on Role Models	Role Model Article	50
February 10	Chapter 3 – Effective Supervision	Ethical Dilemma Paper	50
February 17	Supervision Book Discussion	In Class Assignment	20
February 24	Chapter 4 – Supervisory Program	Observation 1	25
March 2	Test 1 – Chapters 1 -4		50
March 9	Chapter 5 – Orientation Programs	Staff Orientation	50
March 16	**Spring Break**		
March 23	In Class Presentations	Staff Training	100
March 30	Chapter 6 – Supervision Process	In Class Assignment	20
April 6	Chapter 7 – Leader as a Change Agent	Advocacy Letter	50
April 13	Leadership Book Discussion	In Class Assignment	20
April 20	**No Class – Professor Conflict**	On Line Assignment	20
April 27	Chapter 8 – Leader as a Professional	Observation 2	25
May 4	NAEYC in Class Presentation	NAEYC Standards	100
May 11, 2016	Test 2 – Chapters 5 -8		50
	Total Points Available		650