Course Syllabus
Administration of Programs for Children II
CDEC 2328

Semester with Course Reference Number (CRN)	Spring 2017	CRN 11314
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 D-118 Wednesday 6:00 – 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 Below

Instructional Methods	Face to Face Web-enhanced (49% or less) Distance (100%)
Required Component	review of *NAEYC Standards* assignment
Student Assignments	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
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 Canvas.
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. **Required component assignments/Key Assessments Revision Policy** Only one revision allowed per student on key assessments and required component assignments. The maximum grade a student can earn on a revised assignment is 70 % of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. **IF** student does not pass the assignment the first time, any or all of the following will be required:

    a. Conference with professor
    b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request):

APA Tutorials
http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658

OR

http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html

Plagiarism Tutorial

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

    c.   See an in-person tutor at professor's discretion

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.

Incomplete Policy The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the course work within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A") (see HCC Student Handbook, Academic Information Section).

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/
Title IX	a) Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. b) It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says Login and click. Enter your student number.
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.

COURSE CALENDAR – Spring 2017

Dates	Class Discussion	Assignment Due	Points
January 18	Introductions, Syllabus & Assignment Discussion		
January 25	Chapter 1 – Leader's Role		
February 1	Chapter 2 – Discussion on Role Models	Role Model Article	50
February 8	Chapter 3 – Effective Supervision	Ethical Dilemma Paper	50
February 15	Supervision Book Discussion		
February 22	Chapter 4 – Supervisory Program	Observation 1	25
March 1	Test 1 – Chapters 1 -4		50
March 8	Chapter 5 – Orientation Programs	Staff Orientation Project	50
March 15	Spring Break		
March 22	In Class Presentations	Staff Training Project	100
March 29	Chapter 6 – Supervision Process		
April 5	Chapter 7 – Leader as a Change Agent	Supervisor Paper	50
April 12	Leadership Book Discussion		
April 19	Chapter 8 – Leader as a Professional	Observation 2 Due	25
April 26	No Class – Professor Conflict		
May 3	NAEYC Project Due and Class Presentation	NAEYC Project Due	100
May 10	Test 2 – Chapters 5 -8		50
	Points for Assignments		550
	In Class Assignments	20 Points – 5X	100
	Total Points Available		**650**