REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS   **PROPOSED EFFECTIVE SEMESTER:** Fall 2017   **COLLEGE:** CEHD

PROPOSED IMPROVEMENTS

Academic Program
- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes
- ☒ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
      (attach current & proposed)
- ☐ General education (select one)
      Not Applicable
- ☐ Other (explain**)

Misc. Course Changes
- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #:   **Proposed course prefix and #:** FCS 3190 **Credit hours:** 3

Existing course title:

Proposed course title: Administration of Programs for Young Children

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) FCS 1010, FCS 1030, FCS 2014 or equivalent, FCS 3140 or equivalent
      If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."
Proposed course co-requisite(s) none
      If there are multiple corequisites, they are always joined by "and."
Proposed course prerequisite(s) that can also be taken concurrently:
Is there a minimum grade for the prerequisites or corequisites?
      The default grades are D for undergraduates and C for graduates.
Major/minor or classification restrictions:
      List the Banner 4 character codes and whether they should be included or excluded.
For 5000 level prerequisites & corequisites: Do these apply to: (circle one)   undergraduates   graduates   both

Specifications for University Schedule of Classes:
a. Course title (maximum of 30 spaces): Admin Programs Young Children
b. Multi-topic course: ☒ No ☐Yes
c. Repeatable for credit: ☒ No   ☐ Yes
d. Mandatory credit/no credit: ☒ No ☐Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
   1. ☒ Lecture   3. ☐ Lecture/lab/discussion   5. ☐ Independent study
   2. ☐ Lab or discussion   4. ☐ Seminar or ☐ studio   6. ☐ Supervision or practicum
CIP Code (Registrar's use only):

Chair/Director		Date 10/27/16
Chair, College Curriculum Committee		Date 10/27/16
Dean Mark Kelley	Date: 10/28/16 Graduate Dean:	Date
Curriculum Manager: Return to dean ☐ Date	Forward to:	Date
Chair, COGE/ PEB / FS President		Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove	Chair, GSC/USC	Date
* ☐ Approve ☐ Disapprove	Provost	Date

1. Explain briefly and clearly the proposed improvement.

   Create course: FCS 3190 Administration of Programs for Young Children

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   Child & Family Development (CFD) students need an understanding of appropriate administration of young children's programs at the undergraduate level. Currently they take FCS 5750 Administration of Child Care Centers as part of their undergraduate major.

   Over half of the CFD students are transfer students, who bring in credit for the required Administration class and are given 5000 level credit for a course that was completed at the 1000 or 2000 level (100 or 200) at the community college.

   The proposed course has been developed at the 3000 level because one of the required prerequisites (FCS 3140 Infant Toddler Development) is at the 3000 level.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

   No effect. The FCS 5750 course will continue to be offered for appropriate MA students in FCS or ED.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

   This change will make a more appropriate transfer of credits and a more cohesive progression of class content from lower level courses to upper level courses for the CFD majors.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

   No effect, the proposed course will take the place of the already required FCS 5750.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

   All students in the CFD major will take the course. The transfer of similar courses from community colleges or other universities will be equivalent.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

   Current faculty who teach the FCS 5750 course will teach the proposed course.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)
   NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

> **Students will:**
> - **Develop understanding of roles and responsibilities of a child care director**
>   - **Identify the characteristics of a high quality child care program for children birth to 5 years of age.**
>   - **Become familiar licensing/legal and safety regulations required of a center director**
>   - **Apply appropriate program assessment tools**
>   - **Develop basic skills to hire and train child care staff**
>   - **Understand the concepts of basic a budget, fund raising, grants**
>   - **Develop an understanding of the positive role of parents in child care centers**
>   - **Plan and/or oversee the creation of supporting programs such as food/menu and parent communication**

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

> **Outcome1: Content Knowledge and Skills** - Students will gain knowledge of content and skills necessary for practice in their profession.
> **Outcome 2:** Develop written and oral communication skills
> **Outcome 3:** Caring and Compassionate Beliefs and Behaviors
> **Outcome 6:** Development Competent Professional Attitudes and Skills

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

> **As future articulation agreements are developed or current agreements are reviewed, the addition of the new course will be considered. The department will review community college course equivalencies.**

CATALOG COPY

FCS 3190 - Administration of Programs for Young Children

The focus for this course is designing and leading high quality programs for children birth through age five. Child care environments, program philosophies, administrative skills, and application of developmentally appropriate practice are addressed. Emphasis is placed on the role of parent involvement in the early education of children.

Prerequisites & Corequisites: FCS 1010, FCS 1030, FCS 2014 or equivalent, FCS 3140 or equivalent

Credits: 3 hour

See attached syllabus

Western Michigan University
FCS 3190
Administration of Programs for Young Children
Proposed syllabus

Instructor:
Campus Office Hours:
Office:
Office Phone:
E-Mail:

FCS department mission statement

"The Department of Family and Consumer Sciences provides integrative educational programs and conducts research focused on reciprocal relationships; relationships among individuals, families, and their near environments with the goal of improving the quality of life within a dynamic global community."

Course Description

The focus for this course is designing and leading high quality programs for children birth through age five. Child care environments, program philosophies, administrative skills, and application of developmentally appropriate practice are addressed. Emphasis is placed on the role of parent involvement in the early education of children.

Course Objectives
By the end of the course you should be able to demonstrate the ability to:
- Identify the characteristics of a high quality child care/preschool program for children birth to 5 years of age.
- Locate the needed legal and safety regulations required of a center director
- Introduce basic skills to hire and train center staff
- Understand the concepts of basic a budget
- Develop an understanding of the positive role of parents in child care centers
- Design a parent newsletter appropriate to a child care center.

Text Book
Sciarra, D., Dorsey, A., Lynch. E., & Adams, S. (2013). *Developing and administering a child care and education program, 8th edition.* Belmont, CA: Wadsworth Cengage Learning
ISBN 978-1-11-833381

Additional reading will be included in the learning modules on e-Learning.

1. Academic Integrity Policy: (http://www.wmich.edu/conduct/academichonesty/index.html)
   You are responsible for making yourself aware of and understanding WMU's policies and procedures that pertain to academic honesty and integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment to rest.

2. Disability Services for Students (http://www.wmich.edu/disabilityservices)
   Any student with a documented disability (physical, learning, psychiatric, vision, hearing etc.) who needs to arrange reasonable accommodations must contact the professor and also Disabled Student Resources and Services at (269) 387-2116 at the beginning of the semester.

3. Religious Observance Policy (http://www.wmich.edu/policies/religious-observances-policy)

Link to helpful academic tutorials (http://www.wmich.edu/ethics/focus/academics)

Advising: CEHD Advising office – www.wmich.edu/education/advising
        2421 Sangren Hall   269-387-3474   coe-advising@wmich.edu

> **Distance FCS Students** - *Please contact Linda Dove by e-mail linda.dove@wmich.edu or phone,269-387-3716. She is the departmental advisor for distance/transfer students and can help with advising questions and respond to without a scheduled appointment at the advising office. She also visits four regional sites: Grand Rapids, Lansing, Battle Creek and Benton Harbor. Ask about dates for these scheduled visits.*

Assignments

Assignment Guidelines

All assigned papers are to be:

1. **All assignments, critical analyses papers, discussions and quizzes are due on _____.**
2. Double spaced – no exceptions (Any assignment submitted to the Dropbox except the Center Newsletter)
3. Times Roman or Calibri, 12 fonts. Papers submitted in any other font style or size will be returned for correction and will be considered late.
4. It is expected that margins on college level writing be **one inch, top/bottom and sides.**

5. Assignments are to be submitted to the class Dropbox. Assignments submitted to the instructor's university e-mail will not be accepted or assessed unless prior approval is given.
6. Assignments submitted late will have a deduction of 5% per day after the due date for a maximum of 7 days. Late assignments are submitted to e-learning Dropbox.
7. After an assignment is 8 days late it will be given "0" points.
8. The following **assignments** <u>must</u> be submitted to complete this course successfully, even if no points are given. These assignments are critical to your knowledge of leadership in a child development center.

   A. **Program Philosophy and Mission Statement.**
   B. **NAEYC Position and Principles Review Paper**
   C. **Curriculum Model Exploration**
   D. **Director's Topic Presentation**
   E. **Interview With a Program Administrator/Director**
   F. **Develop a Center Newsletter**

9. Other participation in the class that is **required** to successfully pass this course:
   A. 10 of 14 discussion board postings (10 points each)
   B. 10 of 14 quizzes (15 points each)
   C. 5 of 8 Critical Analysis papers (10 points each)

10. Emergencies happen and true emergencies will be considered if an adjustment is needed. **An emergency is an event that is out of your control, such as a death or critical illness.** An emergency is not "I missed the due date because_____, please accept my assignment late" or "I had to work late and could not finish the assignment on time" or "I had other assignments due on the same day". It is your responsibility to be aware of deadlines and to manage your time without expecting special consideration. These examples are stressful for you but they are not emergencies.

Assignments in Detail

Discussion Board Submissions – 90 points (9 of 13)   (Online class only. Content covered in class discussions for face to face sections.)

Discussions are located by clicking on the Communications Tab in our e-learning class.

Discussions open on Saturday, 8:00 am, postings and responses to others are to be made by the following **Friday, 11:55 pm**. All discussions are open for one week. After the discussion closes, students can no longer submit comments to the discussion but students can continue to read the comments made by others.

Discussions are your opportunity to reflect on the topic, share your ideas, opinion or experiences and expertise and reflect on what others have posted.

You are required to complete 10 discussions. If you choose to complete additional discussions, the lowest scores will be dropped. Completing additional discussions can give you an opportunity to improve your grade. Only the top 10 will be counted toward your final grade.

A rubric for Discussions is included in the TABLE OF CONTENTS area of the course home page. Look in the Rubrics and Misc. Folder.

Critical Analyses – 50 points (5 of 8)

All assignments and CA papers will be due on Friday at 11:55 pm
There will be 8 opportunities to express your own critical thinking on topics related to this class. You will be asked a question or questions to which you will submit a 500 - 800 word response, which is approximately one - two full pages. Each Critical Analyses assignment must contain at least **two references to the text or content in the learning module related to that Critical Analyses topic.** These will not be yes/no responses but will seek your thoughts and your skill of making connections between content in the text, module, video and/or real life in a child care center.   Students are expected to complete 5 of the 8 CA assignments. They are worth 10 points each. Completing additional discussions can give you an opportunity to improve your grade. Only the top 5 will be counted toward your final grade.

Rubric is located in the Rubrics and Misc. Folder

Personal Philosophy and Program Mission Statement – 50 points

Consider your personal philosophy of education for young children. As the head of a child care program you philosophy will influence the practice of child caring and education in your center for children ages birth to five years.

This assignment has three parts. Specific directions will be in the related learning module.

Part I What is **YOUR** philosophy about children and learning?

Write a 2 page paper covering your beliefs about children and families. A philosophy is what you think and believe about how to address the learning and needs of young children. This will be those unshakable ideas that are found deep inside you. A personal philosophy could include the impact of

the learning environment, the impact of home or siblings, birth order, community, economics, faith, abilities and much more. Pick what **YOU** feel is important and central to your beliefs and young children birth to age five and sift it down to two pages. I will grade on thoughtful completion of this portion of this assignment rather than specific components of your philosophy. What you believe will not be the same as what another student believes to be important.

A philosophy is not how you would arrange centers, what books or materials you would have in the classroom, what curriculum you would use or how you would teach. It is YOUR overall beliefs about education of young children, birth to age 5. Think philosophy rather than how you would implement your philosophy.

Part II Write a **child care center** program philosophy.

As a director you will have to work within a center philosophy. Search for three center philosophies, cut and paste them into Part II along with the website they came from. Using those statements and your personal philosophy; develop a **center** philosophy that you could work with. This is usually about one paragraph, two at the most.

Part III Write a clear program mission statement.

Using the text as a guide, write a center mission statement. It is different from the philosophy. Know the difference and display your knowledge in creating a mission statement that supports your center philosophy. This is seldom more than a single paragraph.

A rubric for the Personal Philosophy paper is included in the TABLE OF CONTENTS area of the course home page. Look in the Rubrics and Misc. Folder. Review the rubric before you submit your paper to the dropbox as a word .doc or .docx.

NAEYC Position and Principles Review Paper – 40 points

After you have read the NAEYC's Position Statement and Principles for Effective Regulation, write a 3 - page reflection of the importance of three of the principles. You may support or dispute any of the principles you are reviewing. Conclude with your thoughts about why or why not it is essential for these principles to be in place on a nationwide basis?

Read the rubric before submitting your paper. Better yet, read it before your begin writing your paper!

A rubric for the NAEYC Position and Principles Review paper is included in the TABLE OF CONTENTS area of the course home page. Look in the Rubrics and Misc. Folder. Review the rubric before you submit your paper to the dropbox. Your paper must be a word.doc or docx.

Director's Training Presentation – 100 points

Choose 3 topics from the list found in the Miscellaneous Forms Folder that interest you. By date noted on the Assignment Schedule, submit your three choices as one of the Critical Analyses assignments. **(This CA is not an optional choice.** I'll honor your first choice whenever possible.) I will confirm your final topic by e-mail ASAP.

Review a **minimum of three scholarly journal articles** on the topic you chose for this assignment. Three or more **additional** sources of information can be used.

Create a PowerPoint© presentation of your topic with a minimum of 9 slides covering the topic content but not more than 15 slides, please. Include the reference information for all sources on an additional slide or two using APA format for citations and references. The minimum final number of slides is 11: title slide, 9 pages of content and 1 page of references.

In the slide notes, expand on the content for each individual slide. This would be much like lecture notes. You are each educators and this is your opportunity to teach. Take this seriously. We can make use of the information you have gained from your search and be more knowledgeable after viewing your PowerPoint© presentation.

Again, review the rubric for this assignment found in the Rubrics Folder in CONTENT.
Submit your PowerPoint© to the **Drop Box** found in ASSESSMENT for my grading of your effort.

Interview With a Program Administrator/Director –2 @ 50 points each

Conduct **two** face to face interviews with an administrator of a child development center. The interviewee must have been employed as a director for a minimum of one year and supervise a minimum of 10 employees. Students may not interview someone they work for or have worked with: it must be at a center that is new to them. This allows you to interview with deeper questions and with fewer assumptions. The purpose of this assignment is for you to talk individually and in-depth with two administrators to explore the directorial role and issues that they work with daily.

Interview Part 1
Include the following information:
- Name, address and phone of the center
- Name of the director, type of program, number and age range of the children, hours of operation
- Tuition Cost, number of staff (fulltime and part-time)

- Brief environmental description of the center
- Anything else that you believe is significant about the environment of the center.

Interview Part 2

The second section is focused on the administrator; their background and duties. In this portion the student is to include the director's qualifications and previous experience with children.

Below are some examples of potential interview questions. <u>It is expected that you will go beyond these few initial examples for your interview.</u>
- What is the director's educational background?
- How long have they been in the field of early education?
- How long have they worked as a director?
- What was the primary motivation for them to become an administrator?
- What do they believe to be the important factors for running a successful child care business?
- What pitfalls have they encountered and how did they resolve them?
- How do they evaluate the center?* In other words, how do does the director know they are meeting the goals they have set for staff development, child assessment, and program evaluation? (Content from this question will be used later in the semester, be sure to ask this one.)
- How does the director evaluate their staff?
- How does the director evaluate their program?*** You will need this info for a Discussion Board.

Remember, in an interview you can also follow the lead within the interview that deviate from your established questions. In the final paragraph of your paper include your reaction to the center, the director's role and unexpected discoveries you found about running a high quality child care center.

Write your interview results in a narrative paper of 3 – 4 pages. (Writing your question with the answer is not a narrative style paper.)

Review the rubric and submit the paper to the Dropbox in the Assessments area as a word doc or docx.

Develop a Center Newsletter – 40 points

Parent communication is an essential component to running a successful child care center. This is your chance to be creative and develop a parent communication tool for "YOUR" center. You may use any format that you like. Develop a two full page newsletter for a program for children Birth – Age 3 **or** for a center that cares for 3 – 5 year old children, preschool. The center does not need to include all of the age groups but it will not include programing for school age children. A rubric is available for you to view before you submit your newsletter. It is located in the Rubrics and Misc. folder.

Assessment

Quizzes and Final Exam

All quizzes and the final exam are online. Each quiz has a value of 15 points and the material covered is indicated on the Assignment and Course Schedule and in the Learning Module. The specific date and time the quiz is available can be viewed in the "Assessments, Quizzes" area of the course as well as on the Assignment and Course Schedule.

I do not reopen quizzes because you forgot to take it or misread the date. Remember that you must complete 9 of the 13 quizzes. If you miss a date that will count as one of the four you do not need to complete. Each quiz is available to you for 5 days, Monday, 8am until Friday, 11:55** pm. That is sufficient time for you to set aside time to complete the quiz.

The final exam has a value of 50 points. All content is taken from the chapters and learning modules. Refer to the Assignment Schedule for the dates the exam is available.

**The first quiz is an exception to this Monday/Friday open and close because of the odd configuration of this first week of class and a holiday.

Point Values for Assignments

Discussion Submissions (9 of 13)	90 points	
Critical Analysis (5 of 8)	50 points	
Philosophy and Program Mission Statement	50 points	
NAEYC Principle Review Paper	40 points	
Interview with a director 2 @ 50 points	100 points	
Director's Training Presentation	100 points	
Center Newsletter	40 points	
Quizzes (10 of 14 @ 15 points each)	150 points	
Final Exam	50 points	
Total Points (Online class)	**670 points**	

Grading Scale

630 – 670 A (94% - 100%)   496 – 528 C (74% - 78%)
596 – 629 B/A (89% - 93%)   462 – 495 C/D (69% - 73%)
563 – 595 B (84% - 88%)   429 – 461 D (64% - 68%)
529 – 562 B/C (79% - 83%)   000 – 428 E (0% - 63%)

Instructors' expectations of students

"Attendance" and Participation

- Participate in the class a minimum of three times per week to be successful.
- Contact me if you do not understand an assignment or if you need help with the course.
- Contact the Help Desk for technology questions.
- Contact me if you have an emergency or a planned absence that will keep you from participating in the class.

Online Class Behaviors

- Submit assignments on time. This is a sign of a professional in any field.
- Refer to list of assignments that are required to pass this class successfully, page 2 of this syllabus
- Citation of the work of others is to be in APA format. (Wikipedia or similar sites are not appropriate sites to gather information for college level course work.)
- Participate in discussions and respect the ideas, experiences and comments of others.
- Demonstrate college level critical thinking and reflection skills both in written work and discussions.
- Convey understanding of materials and articulate main points and concepts by describing, explaining and applying information and knowledge.
- Integrate course material from other university courses and life experience into this class
- Write clearly and concisely, follow standard guidelines for grammar punctuation and spelling. Points will be deducted for poor grammar, punctuation or spelling.
- Make yourself familiar with the class **Excessive Error Policy** found on page 11 of the syllabus.

Student expectations of instructor

- Be prepared to teach, guide and assist students to be successful.
- Respond to students with respect and honesty.
- Respond to student questions with respect for all students, issues and perspectives.
- I will attempt to assess and post grades for student's work within 7 days of the date that the assignment was due.
- I will respond to e-mail messages in a timely manner. I strive to keep professional work hours generally from 8 – 5, Monday through Friday this spring semester.   Do not expect an immediate response to either e-mail or phone calls over the week-end or after work hours in the evening.
- I will be available to meet students during scheduled office hours Monday, 9 – 11 or by appointment.

Excessive Error Policy

This course is one of many that will lead to your pursuit of a professional career after graduation from WMU. Effective communication skills are a top priority of employers. Significant to displaying strong communication skills is the use of professional writing standards. To this end, all written assignments must meet minimal standards to be acceptable. These standards address spelling, punctuation, format and basic grammar. "Excessive Error" refers to technical English errors of form. Specifically, for this class, they include the following:

- Wrong or misspelled words
- Sentence fragments
- Run-on sentence or comma splices
- Missing commas in compound sentence
- Unnecessary or missing capitalization
- Unnecessary shift in verb tense or voice
- Lack of pronoun-antecedent agreement
- Unnecessary or missing apostrophe (Including its/it's)
- Incomplete or missing documentation (citation of sources in APA format)

Papers with more than **six** errors on one page, or **more than 10** in the entire document, are unacceptable and will be returned to the student without a grade. The instructor may stop reading when either number is exceeded.

Procedures when a paper reaches the Excessive Error Level

1. Papers will be returned to students due to excessive errors with no grade.
2. The date the paper is returned will be noted on the paper.
3. The errors must be corrected and the paper returned to the instructor within seven days.
4. Students may be required to seek assistance at the WMU Writing Center before the paper is reassessed. Online and distance students can access the WMU Writing Center.
5. Final grades on papers that are returned because of poor written communication skills will be reduced by approximately one letter grade.
6. It is, therefore, in your best interest to carefully edit and proofread all written assignments before submitting them. Use those hints and cues provided by WORD. Red or blue squiggly lines under a word have a meaning. Click on the word and make the correction.

Assignment Schedule and Course Outline

	Topic/Chapter	Assignment	Discussion Board Topic	Quiz
Learning Module		(CA- Critical Analysis, complete 5of6) Due Friday, 11:55 PM* (Unless indicated differently)	(DB – Discussion Board, complete 9 of 13) Due Friday, 11:55 PM	Friday 11:55 pm (Complete 9 of 14)
Week 1 (LM 1)	The Working Director Chapter 1	**CA** - True Colors Quiz	Introduction PowerPoint slide	**Quiz #1 Tuesday, July 5**
Week 2 (LM 2)	Assessing Community Need Chapter 2	Program Mission Statement and Personal Philosophy Statement. (Due: July 8, 11:55 PM)	"True Colors" quiz results	**Quiz #2 July 8**
(LM 3)	Licensing and Certification Chapter 3	NAEYC Position and Principles Review Paper (Due: July 10, 11:55 PM)	The pluses and minuses of employing a CDA credentialed staff?	**Quiz #3 July 8**
Week3 (LM 4)	Working with a Board Chapter 4	**CA** - Submit topic for Director's Presentation with a rationale for its importance to a director's knowledge.	You and working with a board	**Quiz #4 July 15**
(LM 5)	Handling Financial Matters Chapters 5 & 6	**CA** -Where could you find funding to support improvement in your program?	Budget implications of enrollment changes.	**Quiz #5 July 15**
Week 4 (LM 6)	Developing a Center Facility Chapter 7	**CA** TBA	Challenging tasks to open a new center and how would you tackle them?	**Quiz #6 July 22**
(LM 7)	Equipping the center Chapter 8	**CA – Reflection of on curriculum model that resonates with your philosophy of education.**	Three challenging tasks for YOU as a director.	**Quiz #7 July 22**
Week 5 (LM 8)	Staffing Chapter 9	CA - Teacher to child ratios.	10 interview questions	**Quiz #8 July 29**
(LM 9)	Recruiting children Chapter 10	**Director Interview #1**	No Discussion Board this week.	**Quiz #9 July 29**
Week 6 (LM 10)	Quality Curriculum Chapter 11	**Director's Topic Presentation**	Post your Director's Topic PP presentation to Discussion Board. Respond to your class colleagues Director's Topic PP.	**Quiz #10 August 5**

Learning Module	Topic/Chapter	Assignment	Discussion Board Topic	Quiz
		(CA- Critical Analysis, complete 5 of 6)	(DB – Discussion Board, complete 9 of 13)	Each Friday 11:55 pm
(LM 11)	Working with families Chapter 13	**Director Interview #2**	Parents in the classroom	**Quiz #11 August 5**
Week 7 (LM12)	Staff Development Chapter 14	No CA and No Assignment for this Learning Module	What did you discover in your director interviews that surprised you about the role of a director?	**Quiz # 12 August 12**
(LM 13)	Evaluating the Center Chapter 15	CA - NCFR content areas.	How does a director evaluate their program?	**Quiz #13 August 12**
Week 7 (LM 14)	Marketing Chapter 16	**Develop a Center Newsletter**	Post a topic or experience in this class that brought to you the most professional development as a potential director.	**Quiz #14 August 19**
Final Exam will be available from Monday, August 15, 8:00 AM to August 19, 5:00 PM				

Each assignment must be submitted to be considered for a passing grade.

(Refer to the syllabus, page 3 for list of required assignments.)

_All course work must be submitted by _____, to be considered for a grade._

Work not completed by that date will NOT be accepted and NO credit will be given.