HDFS 439: ADMINISTRATION OF EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Day Halsey, M.S.
Virtual Office Hours: Wednesdays 10am-12pm MST
Email: ddhalsey@colostate.edu (Please put "439" in the subject line of all emails and if you do not receive a response from me in 24 hours, please resend your email.)

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the Canvas Student Resources for guides and videos.
- Visit Central I.T. Technical Support Helpdesk for technical support.
- Call 970-491-7276.
- Email Help Desk Support.

COURSE GOALS

The purpose of this course is to increase your knowledge and understanding of minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. Special attention will be paid to the relationships pertinent to being effective as a child care facility director, working with teachers and staff, families, and children.

COURSE PREREQUISITES AND COREQUISITES

Any two of the six required courses meeting state child care certification requirements.

COURSE GOALS

Upon the completion of this course, you should be able to:

- Demonstrate familiarity with minimal licensing requirements for the State of Colorado for facilities that care for and educate young children including: staff requirements, program requirements and administrative records requirements.
- Identify and compare the minimal and optimal standards for programs for young children using Quality Rating Systems, National Association for the Education of Young Children (NAEYC) Accreditation, and Colorado Department Building Blocks.
- Define and discuss the human relations and advocacy components of early childhood professional's responsibilities.

- Demonstrate knowledge of effective communication skills dealing with children, families, staff, other professionals, and community volunteers.
- Identify and be familiar with the administrative skills necessary for running an early childhood facility including: budget and finances, evaluating staff qualifications and performance, and evaluating staff handbooks for compliance with relevant laws and parent handbooks for compliance with licensing.

REQUIRED TEXTS

Sciarra, D. Dorsey, A., Lynch, E. (2016). *Developing and Administering a Child Care and Education Program* (9th ed.) Belmont: Wadsworth.

- ISBN-10: 1305088085 | ISBN-13: 978-1305088085

OTHER REQUIRED MATERIALS

Colorado general rules for regulating child care facilities, (revised 8/11), Division of Child Care, Colorado Department of Human Services Rules, Regulations, and Interpretive Memorandums

COURSE PRESENTATION AND PROCEDURES

This online course is organized into 16 modules of content, presented on a weekly basis. From within the course, you will access PowerPoint lecture notes, grades, the syllabus and course schedule, required articles, and assignment instructions to enhance your understanding of the materials presented in the textbook. Check the course in Canvas often for updates. If you are aware of any problems with or missing information from the course or have any questions, please use the course's Inbox tool to email me as soon as possible.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Course Schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Typically, assignments will be graded and returned within one week of the due date. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
15 weekly discussions @ 5 points each	75	25%
2 reflection papers @ 45 points each	90	30%
Case study group assignment:	110	37%
• Part 1 Group Discussion (3 responses @ 20 pts each)	60	20%
• Part 2 Group Discussion (2 Director Feedback Forms @ 10 pts each)	20	7%
• Part 3—Revised Director Action Plan and Reflection (Action Plan @ 10 pts; reflection @ 20 pts)	30	10%
Assignment: • Child Abuse and Neglect	25	8%
Total:	300	**100 %**
Extra Credit Opportunities		
CSU Course Survey • As a link in the final module	**5**	

*Keep a copy of all work created for the course, including work submitted through the online course learning management system.

ASSIGNMENT DETAILS

REFLECTION PAPERS

- There will be two reflection papers written throughout the semester. Each paper will require you to integrate reading material with real child care facility applications.
    1. For the *first* reflection paper, you will interview a director of a child care facility to learn about the day-to-day operations, challenges, and highlights.
    2. For the *second* reflection paper, you will choose one of the following:
        - review a parent or staff handbook from a child care facility and discuss the policies with respect to effectiveness and quality.
        - Reflect on the role of advocacy and how you will embrace this responsibility as a child care facility director.

DISCUSSIONS

- Online discussions of particular course topics are crucial to your involvement in, understanding of, and application of course material. For this reason, it is very important that you read the assigned readings and be ready to discuss what you read.
- You will be required to *post at least two posts each week* in order to receive full credit for participation in the Discussion. We will be discussing two-sided issues; feel free to express your view. You will never be graded on the basis of your particular point of view, but only on how much you participate in discussions of the issues and whether you back your opinions with information from empirical research, theory, and specific observations made through personal experience.
- The semester is 16 weeks long and there are 16 weeks of discussion opportunities. You must participate in 15 of the 16 weeks for full discussion credit. If you participate in all 16 weeks you will earn five bonus points!

CASE STUDY GROUP ASSIGNMENT

This semester you will work with a group to examine a case study from three different perspectives. This assignment will include a series of opportunities to respond to the case study as a parent, teacher, and director. When you assume the director role, you will provide a response or action plan for the situation. Everyone will write a final reflection paper on the experience.

OTHER ASSIGNMENTS

Child Abuse and Neglect Assignment. For this assignment you will research the mandatory reporting law for your geographical area. You will provide a description of the law as it is written, a link to the location where it can be found, and an explanation for the need for such a law. You will make connections to class readings to provide further detail.

PARTICIPATION EXPECTATIONS

You are expected to complete 2 posts per discussion topic each week.

GRADE DESCRIPTION

270-300 = A
240-269 = B
210-239 = C
180-209 = D
0-179 = F

MAKE UP POLICY

Late work will not be accepted. Requests for extensions will not be granted unless your situation qualifies as a verifiable emergency.

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

• Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one's academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic

  misconduct.

  At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's Practicing Academic Integrity.

Human Development and Family Studies (HDFS) Academic (and Professional) Honesty Policy:

It is expected that students will use their own knowledge and skill for assignments and tests unless directed to do otherwise. Incidents of cheating, plagiarism, or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments/tests, an F grade, and/or removal from the Professional Curriculum (or withdrawal of the right to apply for the Professional Curriculum).

It is expected that students will demonstrate concern for others, and respect the confidentiality of information about, the intellectual property of, and the decisions made by others.

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Student Disability Center may be required before any accommodation is provided.

INSTRUCTOR AND STUDENT RESPONSIBILITIES

Instructor Responsibility: The role of the instructor is to foster a learning environment that honors differences and works toward the common integration of students' personal and applied experiences with the scholarly content of the course. I am committed to staying in touch with you throughout the semester. I am available to discuss both the process of the class and the content of the class. The standards for this course are high for both the instructor and the student. Therefore, you can expect support throughout your learning experience. The course has been developed to offer you a balance of structure with clear goals, as well as choice.

Student Responsibility: Students are in charge of their own academic pursuits. Therefore, each student is personally responsible for all course material, requirements, and assessments. If you are having trouble with any aspect of the course, are concerned about your grade, and/or experience extenuating circumstances that affect your role as a student in this course, **it is *your**

responsibility to initiate timely communication (before the due date or the end of the semester) with the instructor about your situation. **In addition, it is *your* responsibility to make note of due dates and to complete each assigned piece of work for this course on time. If you cannot complete required work by the due dates, you need to discuss this with the instructor *in advance*.** Late work will not be accepted.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

If you are having trouble with the multimedia in this course or with accessing Microsoft Office products, find solutions to a number of common problems at System, Multimedia, and Software Requirements. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

Still having issues? Call the **CSU Help Desk at 970-491-7276** or Email Help Desk Support.
You must have speakers installed and working properly on your computer before beginning the

course.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Educreations, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.

- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.

- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.

- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.

- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date,

follow through on all class requirements to completion. The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.