EDU 204 Syllabus  
Spring  
2016

EDU 204-B01
Center Management

Instructor: Sandra L. March, M.S.M.  
Office Hours: JC 107
By appointment only

Phone: 410-334-2963  
Email: smarch@worwic.edu
or utilize Blackboard email

Class Day/Time: W 5:30 pm – 9:00 pm  
Class Location: JC 100


Other Required Materials:
Regular computer and internet access  Jump Drive
Scissors  Crayons/Markers  Glue  Dividers with Tabs  Trifold board
One large (at least 1 inch) three-ring binder  Two small folders

Blackboard Requirements:
Blackboard is being used as a supplementary site in this course. To access course content in Blackboard, you need to have access to a computer with an Internet connection (other requirements may apply). Computers that meet these requirements are available on campus in:

BH 217, FOH 305, HH 100, GH 204 and AHB 108.

Please follow the directions below to access your course syllabi and all other materials posted for this course:

1. Log-on to www.worwic.edu
2. From the WWCC homepage, point to “Quick Links” (top right) and click “Blackboard Login”.
3. When prompted enter your Wor-Wic user ID and password. This is the same user ID and password that you use for your WWCC student email. If you do not know your user ID or password please contact Student Services in BH 111 as soon as possible.
4. Locate the course name and number from the list provided. Click on our course.
All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:
- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friends, family members, or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

**Course Description:**

This course covers management practices and the administrative functions of center directors. Focus is placed on facility operation and management, as well as legal, financial, and personnel issues. Hours: 39 lecture. Prerequisite: EDU101 with a grade of "C" or better. Usually offered in the spring.

**Course Objectives:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| 1. Demonstrate an understanding of an overview of early childhood programs, GEO’s 1, 2, 3, 9 | o Identify the factors that influence early childhood programs  
 o Compare and contrast different types of programs  
 o Discuss services and programs for specials needs children | 1. Test Questions  
 2. In- class group Project |
| NAEYC Administrator Competencies: Early childhood Knowledge and Skills 1, 8 | | |
| 2. Construct a framework of an early childhood program that includes planning, implementing, and evaluating the program. GEO 1,3, 9 | o List factors determining the program base  
 o Compare and contrast different curriculum models based on psychological theories  
 o Develop a process for implementing and evaluating the program | 1. Test Questions  
 2. Curriculum Outline  
 3. Presentation Board  
 4. Management Resource Notebook |
<p>| NAEYC Director Competencies: Early childhood Knowledge | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>and Skills 2</th>
<th>Management Knowledge and Skills 1, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Demonstrate an understanding of the process of developing regulations and establishing policies. <strong>GEO’s 1, 3, 8</strong>&lt;br&gt;NAEYC Administrator Competencies:&lt;br&gt;Early childhood Knowledge and Skills 5, 10&lt;br&gt;Management Knowledge and Skills 2, 4, 5, 6, 9</td>
<td>o Review the legal requirements and regulations that affect the operation of a program&lt;br&gt; o Identify national and state standards&lt;br&gt; o Develop program goals, policies, and procedures</td>
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<td>4.</td>
<td>Identify the trends and issues involved in the leading and managing of personnel. <strong>GEO 3</strong>&lt;br&gt;NAEYC Administrator Competencies:&lt;br&gt;Management Knowledge and Skills 3, 8</td>
<td>o Explain the trends in staffing&lt;br&gt; o Discuss staffing issues.&lt;br&gt; o Develop staff handbook with policies and procedures that addresses issues and concerns.</td>
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<td>5.</td>
<td>Examine the physical and learning environment of an early childhood program. <strong>GEO 1, 3, 9</strong></td>
<td>o Discuss regulations and national standards that guide the planning of the physical environment – inside and outside&lt;br&gt; o Recognize developmental appropriateness and safety of physical environment and equipment&lt;br&gt; o List ways in which room arrangement can affect physical, motor, cognitive, emotional, and social development and well-being of children&lt;br&gt; o Evaluate an early childhood environment using the Early childhood Environmental Rating Scale</td>
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<td>6.</td>
<td>Demonstrate an understanding of the importance of financing and budgeting in an early childhood program. <strong>GEO 1</strong></td>
<td>o Identify the expenditures associated with the operation of a early childhood program&lt;br&gt; o Develop a start up and</td>
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</tbody>
</table>
|   | NAUYC Director Competencies: Management Knowledge and Skills 2, 7, 10 | annual operating budget  
|   | o Develop a start up business Plan  
|   | o Review the different financing options of early childhood programs  
|   | o Become familiar with financial management programs | discussions |
| 7. | Examine the implementation of an early childhood program. **GEO 1, 9** | o Construct a program rationale for a curriculum  
|   | NAUYC Administrator Competencies: Early childhood Knowledge and Skills 2, 4, 5 | o Develop and state a program base  
|   | | o Compose program goals and objectives  
|   | | o Discuss the implementation of the curriculum  
|   | | o Identify trends and issues that define quality programs and curricula | 1. Test Questions  
|   | | 2. Presentation Board - Philosophy and Program Base  
|   | | 3. Curriculum Goals |
| 8. | Demonstrate an understanding of nutrition, health, and safety services. **GEO 1** | o Evaluate the nutrition, health, and safety issues and regulations that affect the children, parents, and management of child care facility  
|   | NAUYC Administrator Competencies: Early childhood Knowledge and Skills 5, 6, 7 Management Knowledge and Skills 5, 6 | o Develop policies and procedure necessary for the operation of an early childhood program | 1. Test questions  
|   | | 2. Management Resource Notebook |
| 9. | Evaluate the process of assessing, recording, and reporting children’s progress and early childhood program. **GEO’s 1, 7** | o Identify different types of assessments  
|   | NAUYC Administrator Competencies: Early childhood Knowledge and Skills 3 Management Knowledge and Skills 1 | o Discuss the purpose and importance of assessment practices raise  
|   | | o Explain the significance of Public Law 93-380 | 1. Test questions  
|   | | 2. Management Resource Notebook  
|   | | 3. Participation in class discussions |
| 10. | Identify the purpose, types, and effects of parent | o List ways of building rapport and involving parents | 1. Test questions  
|   | | 2. Management |
|   | Education, family resource, and support programs. | Examine the legal rights of parents  
   GEO 8  
   NAEYC Administrator Competencies:  
   Early childhood Knowledge and Skills 6, 10  
   Management Knowledge and Skills 6, 9 | Resource Notebook  
   3. Participation in class discussions |
|---|---|---|
| 11. | Recognize the importance of promoting professionalism within the center.  
   GEO’s 1, 8  
   NAEYC Administrator Competencies:  
   Early childhood Knowledge and Skills 10  
   Management Knowledge and Skills 1, 8 | Define professional  
   Identify NAEYC’s code of ethics  
   Discuss accreditation and credentialing  
   Identify some of the different professional educational organization | 1. Test questions  
   2. Management Resource Notebook  
   3. Participation in class discussions |
| 12 | Demonstrate an understanding of problems, sensitive issues, and concerns in a center.  
   GEO’s 1, 8 | Identify problems that directors and administrators often face  
   List ways to handle problems and conduct conferences | 1. Test questions  
   2. Management Resource Notebook  
   3. Participation in class discussions |

**Library Requirements:**

This course requires library research. The Media Center at Wor-Wic offers electronic access to encyclopedias, journals, and magazines. The complete text of many articles can be read on the computer screen, downloaded to disc, or printed. Students not finding sufficient information through the Media Center's resources are encouraged to use Blackwell Library at Salisbury University. Every Wor-Wic student is eligible for a free Gull Card at Blackwell. The bibliographic references must include references from the Media Center’s electronic library database collection(s). Students may not use Wiki’s as sources for projects. Wiki’s will not be counted as a source and students will, therefore, be penalized points for missing resources. (GEO 7)

**Services for Students with Disabilities:**

Wor-Wic Community College provides reasonable accommodations for students with disabilities, in compliance the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office in BH 109 or by calling directly at 410-334-2900. For more information, see Wor-Wic’s Services for Students with Disabilities web page.
Communication with the Instructor:

All students are expected to be in class and to attend all scheduled events. However, it is expected that students will need to contact the instructor at times other than those scheduled. This can be facilitated through an office visit, phone conversation or email. **Students wishing to email the instructor must utilize their Wor-Wic Community College email address. Email addresses other than those ending in worwic.edu will be deleted.** Occasionally students may also find it necessary to email a paper to the instructor. Again, **only work emailed via a Wor-Wic Community College email will be accepted.**

Course Evaluations:

This course participates in a college-wide, online course evaluation program to assess the overall effectiveness of our course design. Wor-Wic Community College does not utilize paper/pencil course evaluations for the evaluation of credit courses.

The College has selected and utilizes SmartEvals as the vendor to run this program. SmartEvals maintains the highest level of security with the evaluation information and the information is only housed on SmartEval’s computer servers; not on WWCC servers. Individual faculty are made aware of the feedback gained from the SmartEval process for each semester after the final grades for the semester have been reported. A faculty member is unable to identify individual evaluations and/or any data which has the potential to reveal the identity of a student (i.e. a student who is the only male in the course).

Your cooperation in completing the online evaluation at the designated time is greatly appreciated by the college and by Mrs. March. The results from the course evaluations provide valuable feedback to Mrs. March that she utilizes to make needed changes to the curriculum and/or teaching style(s). It is hoped that your participation in the SmartEvals process will be both positive and constructive and that improvements to the overall course can be made as a result of your feedback. Please feel free to ask Mrs. March for specific examples of how she has incorporated the feedback from previous SmartEval processes to improve and/or change this course.

At the appropriate time each semester the “Course Evaluations” tab will appear on the bottom, left menu of our course Blackboard site. The window for completion is generally two weeks. You will also receive notification via your WWCC student email account. Please disable your pop-up blockers on your personal internet browser in order to access the evaluation. Please direct any questions or concerns that you have about the online course evaluation system to Hope Ellis (hellis@worwic.edu)

All assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number and semester. Each assignment should utilize APA format. Students are encouraged to utilize the writing center for each assignment. **The college’s Writing Center is available on an appointment-only basis for students who would like additional help with their writing.** If you wish to have additional help on an essay, you may schedule an appointment with a writing conference instructor by going to www.worwic.edu and clicking on “Current Students” and then “Learning Resources” and “Writing Conferences.” Limited time slots are available, so an appointment is required. If you cannot keep your appointment, it is your responsibility to cancel any writing conferences by using this link.
Class Assignments in Brief – please see the attached assignment descriptions and scoring rubrics for full descriptions and points break down.

1. **Chapter Journals (10 points each x 14 postings = 140 points)**
   - GEO 1, 2, 3, 7, 8; CO 1, 3, 4, 5, 6
   - **Only journals submitted online – via the “Journals” tab – will be graded.**
   - **Students who attempt to submit journal entries via text message, email, assignments or in hard copy will not receive a grade. No exceptions will be made to this policy as listed on the syllabus.**

   Please see the journal prompt on Blackboard for exact submission requirements.

2. **Attendance/Class Assignments (25 points each x 6 assignments = 150 points)**
   - Due to the format of this course attendance is crucial. Research shows an unequivocal relationship between a student’s time in class and his/her grade in that class. To achieve maximum learning potential you must commit to attending class on a regular basis.

   An unannounced in class assignment will be given at each class meeting. The in class assignments will be designed to facilitate the application, processing and reinforcement of the content taught. The instructor will collect and grade these assignments. Each assignment will count 10 points towards the student final grade. There also will be NO MAKE-UPS for any missed class assignments. If you are absent you will forfeit your points.

   Due to financial aid requirements, an attendance sign-in sheet will be circulated for the first 15 minutes of each class. Students who are not present, and/or who have not signed in, within that 15 minutes time frame will not receive attendance credit for that class session.

   If an emergency prevents you from attending class, it is your responsibility to obtain notes from a classmate and study them for understanding. If you know in advance that you will be late to class please inform the instructor as soon as possible. It is your responsibility to sign the attendance sheet. Should you neglect to sign in you will not receive points regardless of the circumstance.

3. **Examination requirements: 290 points (130 pts. = online quizzes; 170 pts. = final)**
   - Quizzes will be administered during class and may consist of true/false, multiple choice, complete the sentence, matching, and short answer questions. **There will be NO make-up quizzes given.** A final quiz will be administered during the scheduled final exam time. Students are encouraged to study class notes and reread chapters to prepare for quizzes.

   Online quizzes will also be administered. There are 13 chapters in the textbook. Students will only complete online quizzes for 12 chapters. Each quiz will count 10 points towards your final grade for a total of 120 points. The instructor will demonstrate in class how to
access these quizzes. All quizzes are due, in a three ring binder, by the date specified on the tentative course outline. Time will not be provided during class for the completion of the online quizzes. It is expected that students will complete them on their own time as part of the course requirements.

4. **Video Reflections (6 x 20 points = 120 points total):** GEO’s 1,2,3,7 - **Must be submitted via Blackboard (under Course Content)**

Students will watch several videos that are aligned with the curriculum of this course. After each video, students are required to write a reaction summary to the video. Each reflection should include an introduction, summary of what knowledge was learned, and a conclusion. Please see the formal scoring rubric on Blackboard for specific information regarding this assignment.

5. **Management Tricks Notebook** (55 points)

As center managers you will be faced with a myriad of situations on a daily basis. How you respond to those situations will determine the success of your center. Further, as prepared as every director thinks he/she may be there will always be some situation that arises and warrants more research, a new approach or just a different way of thinking. To be better prepared for such a situation, students will complete a Management Tricks Notebook. The project should address all of the following requirements and information. Students should include this project in their larger, Management Notebook, that will be turned in at the end of the semester.

   a. title page
   b. table of contents – include Mrs. March’s samples in your work and on your table of contents please
   c. 10 articles related to management - could be strategies, pros/cons of managerial styles, types of leaders, etc. Mrs. March will put a link to two articles on Blackboard for you. **These should be included in your notebook but do not count in your ten article requirement.**
   d. Three posters/signs/notes that you could display or share with staff somehow in your own center. These can be printed in black and white. Mrs. March will put a link with several posters on Blackboard for you. **These should be included in your notebook but do not count in your three poster requirement.**
   e. Three ideas that you can use to keep your staff motivated, enthused, happy and supported in your own center. Mrs. March will put a link with ideas on Blackboard for you. **These should be included in your notebook but do not count in your three motivational strategies requirement.**
   f. Compile a works cited page showing all 10 articles, the web addresses for your ideas and your posters in APA format.
   g. Add this to your management notebook at the end of the semester.
6. Additional Assignments:

The following assignments will require thought, planning, developing, organizing, writing, and communication skills as well as research. Briefly described – students will develop, plan, market and present a new childcare business to the class. Each of the three assignments below will facilitate this process. Details regarding the requirements and specific scoring of each assignment will be provided in class and on the course Blackboard site. Please note the importance of class attendance to your ability to successfully complete these assignments. Mrs. March will work with the class (at each class session) to help you with the completion and assembling of these projects. Handouts received from Guest Speakers (and Mrs. March) will be utilized to complete your projects.)

During this course you will develop:

- **Project 1: Presentation Board** 150 points (See Handouts 6 & 9 on Blackboard)
- **Project 2: Business Plan** 100 points (Be present on 02/03 & 02/10; See handout 5 on Blackboard)
- **Project 3: Management Notebook** 125 points (See Handout 3, 4 & 7 on Blackboard)

**GRADING:**

<table>
<thead>
<tr>
<th>Face-to-Face Assignments</th>
<th>Online Assignments</th>
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<tbody>
<tr>
<td>Presentation Board 150 points</td>
<td>Online Quizzes (13 @ 10 pts.) 130 points</td>
</tr>
<tr>
<td>Business Plan 100 points</td>
<td>Chapter Journals (13 @ 10 pts.) 130 points</td>
</tr>
<tr>
<td>Management Notebook 125 points</td>
<td>Introduction Journal 10 points</td>
</tr>
<tr>
<td>Class Assignments 150 points</td>
<td>Wrap-Up Journal (1 @ 10 pts.) 10 points</td>
</tr>
<tr>
<td>Management Tricks 55 points</td>
<td>Video Responses (6 @ 20 pts.) 120 points</td>
</tr>
<tr>
<td>Final Exam 170 points</td>
<td><strong>750 points</strong></td>
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</tbody>
</table>

**Letter grades are computed as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Points Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>1,150 – 1,035</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>1,034 – 920</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>919 – 805</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>804 – 690</td>
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<tr>
<td>F</td>
<td>Below 60</td>
<td>&lt; 690</td>
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</tbody>
</table>
Late Submissions and Avoidance Expectations:

All student work is expected to be completed and turned in by the assigned due date. All graded, written assignments must be submitted in electronic form via our course Blackboard site unless otherwise specified by Mrs. March. Due dates are specified on the tentative course outline. Unless there is a technical issue with Blackboard or the fault of the instructor occurs due dates for assignments WILL NOT BE RESET and DUE DATES WILL NOT BE EXTENDED. Blackboard is available 24 hours a day/seven days per week and due dates are clearly outlined in advance. Resetting and/or date extensions are not necessary.

Additionally….

- No late work will be accepted after the last class session.
- Only legally documented absences (i.e. emergency room treatment, childbirth, court summons, military service requirement(s), non-elective surgery) will be considered for late acceptance. In these specific cases documentation must be provided, a due date will be agreed upon by the student and Mrs. March and there will be no late penalty (if submitted by the new due date).
- Assignments submitted incorrectly through Blackboard will be considered late and, therefore, receive a grade of a zero.
- Assignments submitted without a file attached or an incorrect file will be considered late and, therefore, receive a grade of a zero.

Emergency Policy

In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College’s website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.

Classroom Conduct:

Wor-Wic Community College respects the rights of faculty to teach and the rights of students to learn. Consequently, the college regards classroom civility as crucial to building and maintaining diverse, dynamic, and productive learning environments. Civil behavior is defined as behavior that is courteous, polite, and respectful. Students in all programs should conduct themselves in a way that is respectful to their classmates, the instructor and the classroom environment. This includes, but is not limited to, avoiding any behavior that distracts their classmates or instructor from the subject matter or discussion during the full class period.

It is expected that, as future educators, all students will behave professionally. This includes being punctual, appropriately dressed, using correct language, refraining from unnecessary cell phone and/or computer use, and being respectful of the opinions of
others. In the event that this behavior is not demonstrated, the overall learning environment may be compromised and, therefore, students will be referred to the Student Faculty Disciplinary Committee. Students are also encouraged to read the Woric Community College Cheating and Plagiarism Policy (on page 11 of this document). This policy will be enforced by your Professor with no exceptions.

**Academic Honesty:**

Academic honesty is expected of all students. Plagiarism and cheating are violations of academic honesty. Any student found violating the academic policy will receive an automatic “O” for the assignment and the matter will be handed over to the Student Disciplinary Committee. Documented evidence of the plagiarism or cheating will be kept in the General Studies Department Office.

**Plagiarism:**

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:
- Any words quoted directly from a source must be in quotation marks and cited.
- Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
- Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.

**All papers and presentations must be the student’s own work.**

Any student found violating any of the above guidelines for avoiding plagiarism will receive an automatic “0” for the assignment and then the matter will be turned to the Student Disciplinary Committee. Documented evidence of the plagiarism will be kept in the General Education office. There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

**Cheating:**

Cheating is the act of obtaining information or data improperly, by dishonest or deceitful means. Examples of cheating are copying from another student’s test paper, obtaining information illegally on tests or other deceitful practices.
## Tentative Course Outline
### Spring 2016 - EDU 204B01

<table>
<thead>
<tr>
<th>Date &amp; Content Folder #</th>
<th>Topic</th>
<th>In Class &amp; Online Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Wed. 01/20/16</td>
<td>1 - Overview of Early Childhood Program</td>
<td><strong>Online:</strong> Quiz Chapter #1 &amp; #2</td>
</tr>
<tr>
<td></td>
<td>2 - Developing a Vision, Mission, and Program Evaluation</td>
<td>Chapter 1 &amp; 2 Journals</td>
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<td>Video Response #1</td>
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<tr>
<td>#2 Wed. 01/27/16</td>
<td>3 - Understanding Regulations, Accreditation Criteria, and Other Standards of Practice</td>
<td><strong>In class:</strong> Speaker – MSDE Office of Child Care</td>
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<td>4 - Establishing Policies and Procedures</td>
<td><strong>Online:</strong> Quiz Chapter #3 &amp; #4</td>
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<td>Chapter 3 &amp; 4 Journals</td>
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<td></td>
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<td>Video Response #2</td>
</tr>
<tr>
<td>#3 Wed. 02/03/16</td>
<td>5 - Leading and Managing Personnel</td>
<td><strong>In class:</strong> Speaker – Child Care Credentialing Specialist</td>
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<td></td>
<td>6 - Creating Quality Learning Environments</td>
<td><strong>Online:</strong> Quiz Chapters 5 &amp; 6</td>
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<td>Chapter 5 &amp; 6 Journals</td>
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<td>Video Response #3</td>
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<tr>
<td>#4 Wed. 02/10/16</td>
<td>7 - Evaluating the Environments</td>
<td><strong>In Class:</strong> Speaker – Child Care Owner (if needed)</td>
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<td></td>
<td>8 - Financing &amp; Budgeting</td>
<td><strong>Online:</strong> Quiz Chapters #7 &amp; 8</td>
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<td>8 - Marketing Your Child Care and Education Program</td>
<td>Chapter 7 &amp; 8 Journals</td>
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<td>Video Response #4</td>
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<tr>
<td>#5 Wed. 02/17/16</td>
<td>9 - Planning the Children’s Program</td>
<td><strong>Online:</strong> Quiz Chapters #9 &amp; #10</td>
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<td></td>
<td>11 - Examining Different Curriculums</td>
<td>Chapter 9 &amp; 10 Journals</td>
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<td></td>
<td>11 - Assessment: An Essential Component of Effective Early Childhood Programming</td>
<td>Video Response #5</td>
</tr>
<tr>
<td>#6 Wed. 02/24/16</td>
<td>10 - Providing Nutrition, Health, and Safety Services</td>
<td><strong>In class:</strong> Guest Speaker – Maryland EXCELS Specialist</td>
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<td>12 - Working w/Families &amp; Communities</td>
<td>Presentation Boards are due</td>
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<td></td>
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<td><strong>Online:</strong> Quiz Chapters #11 &amp; 12</td>
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<td>Chapters 11 &amp; 12 Journals</td>
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<td>Journals</td>
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<td>Video Response #6</td>
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<tr>
<td>#7 Sat. 02/27/16</td>
<td>Final Exam 8:00 am – 10:00 am</td>
<td><strong>In class:</strong> Business Plans due in class</td>
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<td>Management Portfolio due in class</td>
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<tr>
<td>Online: Quiz Chapter # 13</td>
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<tr>
<td>Chapter 13 Journal</td>
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<tr>
<td>Wrap Up Journal</td>
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