

Course Information

Semester & Year: Fall 20212

Course ID & Section #: ECE-13-V3799

Instructor's name: Michelle Hancock

Course units: 3

Instructor Contact Information

Office location: Online

Office hours: Monday – Thursday 8:00 – 10:00 am. (Live Zoom office hours Mondays 8:00 – 10:00 a.m.)

<https://cccconfer.zoom.us/j/9492207244>

Phone number: (707) 339-0488

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Catalog Description

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. Note: This course meets the Administration requirement of Community Care Licensing and for the Child Development Permit.

Course Student Learning Outcomes

1. Identify effective practices for managing and leading staff and administering early care and education programs.
2. Design professional development plans based on scenarios of staff evaluation and administrator needs.
3. Examine techniques to establish professional relationships, facilitate collaboration, and build communication between colleagues, families, and stakeholders.

Recommended preparation

ECE 2 - Child Growth & Development

ECE 5 - The Child in the Family and in the Community

ECE 7 - Introduction to Early Childhood Curriculum

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Required Textbook



Textbook Title: Planning and Administering Early Childhood Programs, 11th Edition

Authors: Freeman, Decker & Decker

ISBN: 978-0134027319

Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar. Accuracy, clarity, and appropriateness of the work completed determine the grade for all assessments. Grades are based on the points you earn and all points in the class contribute toward your total percentage, which can be viewed at any time during the course in the *Grades* link.

The following policies apply to late work during our time together:

- 1) One missed discussion will be accepted for 50% of the original value and should be emailed to the professor.
- 2) You may request that 1 missing quiz be reopened the final week of class.
- 3) Assignments (other than discussions posts and quizzes) will receive a 5% reduction per day it is late.
- 4) If you know of an upcoming major life event that will create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss potential solutions before the assignment due dates. The late policies still apply, but we can discuss how you can complete your work in advance.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/21*
- *Last day to add a class: 8/26/21*
- *Last day to drop without a W and receive a refund: 9/02/21*
- *Labor Day Holiday (all campuses closed): 09/05/21*
- *Census date: 9/06/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/16/21*
- *Last day to petition to graduate or apply for certificate: 10/27/21*
- *Last day for student-initiated W (no refund): 10/28/21*
- *Last day for faculty-initiated W (no refund): 10/28/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/21/21 – 11/25/21*
- *Thanksgiving Holiday (all campuses closed): 11/23/21 – 11/25/21*
- *Final examinations: 12/10/21 – 12/16/21*
- *Semester ends: 12/16/21*
- *Grades available for transcript release: approximately 01/06/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the

College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

People go to college for a variety of reasons, but one of those reasons should be to gain knowledge. With that goal in mind, and to maintain the academic integrity of our course – all students are expected to abide by the guidelines laid out in the college academic honesty as well as the following:

- A) Complete your own work
 - While it is possible to enlist the help of others when completing an online course, ask yourself what is gained. The information and assignments provided in this course are intended to enrich your understanding of the subject matter.
- B) Give credit where credit is due
 - Imagine you write an amazing novel, only to find it published as a best-seller under someone else's name! Plagiarism, is taken very seriously and could lead to severe academic consequences. Learn the proper way to give credit to those whose words, ideas, and concepts you use to support your own original thoughts. More information about citing sources is available at: <http://libguides.santarosa.edu/citing>
- C) Use the textbook and instructor-provided materials as your main sources of content:
 - The internet provides us with a wide range of resources at our fingertips. Not all sources are created equal. Our textbook was carefully chosen to provide you with a strong base of knowledge not available on most websites. Don't try to snatch little bits of information here and there – our textbook and resources provide a framework to build upon. When other sources are needed, use reputable sources.

Communication/feedback policies

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email at least once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method. Very important: In all forms of communication, be sure to include your full name and the class you are enrolled in prior to asking your question. Remember, good communication is a two-way street. We will all need to work at it to make sure we communicate well during the semester. When we do, everyone benefits.

You can expect that most assignments will be graded within 1 week of the due date. Larger assignments, within 2 weeks.

Participation

Are you an active participant in our class? Unlike a face-to-face class that takes attendance using a sign-in sheet, an online class is a little more ambiguous. In order to establish your presence in the class, you must post your introduction in the discussion forum by Tuesday of the first week of class to avoid being dropped.

Students who are not regularly participating in the course will be dropped until the drop deadline has been passed. If students fail to participate in two consecutive weeks of class, or 3 weeks of class regardless of the time between absences, they will be dropped.

Drop/Withdrawal

Student-initiated withdrawal may occur through the second week of class with nothing recorded in the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw

students from class for non-participation through the 10th week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10th week of class. (These dates are significantly shortened during a summer course – see page one of this syllabus for specific withdrawal deadlines).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Course Assignments and Grading

Weekly Assignments

- Discussions: 7 weeks @ 4 points per week 28
- Journals: 6 weeks @ 3 points per week 18
- Weekly Content Quiz: 14@ 3 points 42
- Key Points 4 @ 3 points 12

Projects

- Employee Professional Development Plans 20
- Director Interview 20
- Meeting Attendance/Ethics Assignment 20
- Final Essay 15

Other Assignments

- Introduction Quiz 4

Total Points 179

COURSE GRADING

A = 90% +

B = 80% +

C = 70% +

D = 60% +

F = Below 60%

Assignment Specifics

Journal Posts - Respond to the prompt that is viewable only by you and the instructor. There isn't a minimum word requirement, or a requirement to quote from the text, just be sure to fully answer the prompt. (Due Sunday nights by midnight).

Introduction Quiz - Prior to taking this quiz, familiarize yourself with Canvas, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz once.

Employee Professional Development Plans - In groups of no more than three students, develop an outline for a document a director can use to ensure she/he addresses all aspects of personnel management including Hiring, Training, Evaluating, Terminating, and Supporting On-Going Professional Development of Staff. Identify the items that should be included and why those items are important. The details of the assignment and the grading rubric are in the modules area of Canvas.

Director Interview - The objective of this assignment is to better understand the personnel (not personal) related responsibilities of directors. You will develop a list of 15 questions based on specific criteria given. The details of the assignment and the grading rubric are in the modules area of Canvas.

Professional Meeting/Workshop Attendance and Ethics Discussion - You will select an agency or professional organization serving children and families in your community and attend one of their meetings. This cannot be a meeting required by your employer. You will submit a summary of the agenda, topics covered at the meeting and your analysis of how the group serves the child care and development community. You will also include a narrative stating how your commitment to professional growth demonstrates at least one ideal and one principle from the NAEYC Code of Ethical Conduct.

(<http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>) It is suggested that you complete the professional meeting portion of this assignment earlier rather than later in the semester. The details of the assignment and the grading rubric are in the modules area of Canvas. (Because of COVID restraints, attending a **live** meeting virtually is acceptable).

Final Essay - You will write a 2-3 page essay on the strategies to establish positive working relationships between your program (with you as director) and one of the following: families of enrolled children or community stakeholders. The details of the assignment and the grading rubric are in the modules area of Canvas.

Content Quizzes - These weekly quizzes will test your knowledge of the weekly reading and viewing material. Each quiz may be taken twice, and the highest score will be kept.

Discussion Forum Entries - You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum – you are certainly welcome to do more. *Postings* should reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. *Quotes posted after the initial response will not receive credit. If your initial post is blank, by accident, or intentionally, you will only receive credit for peer responses.*

Sample citations/quotations:

According to our text, “insert statement from our textbook here.” (Freeman, Decker & Decker, page #)

Or . . .

“Insert statement from our textbook here.” (Freeman, Decker & Decker, page #)

If you are quoting a study by someone other than the author, you still need to give the author credit. It might look something like this:

According to Piaget, “Put quote here.” (Freeman, Decker & Decker, page #)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. “I agree” does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) to classmates by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below.

- 1.0 Quote from the weekly readings while properly addressing weekly prompt
- 1.0 Initial post is made by Friday night at midnight
- 1.0 Substantially respond to a minimum of 2 peers
- 1.0 Quality of initial post

ECE 13 - Reading and Assignment Calendar

| | Topic | Readings | Assignments Due |
|------------------|--|---------------------------------|--|
| Week 1 8/22 | Introductions | | Introductions Forum – Tues Note to Michelle –Tues Introduction Quiz – Sun |
| Week 2 8/29 | Overview of Early Care and Education /Program Admin. | Chapter 1 | Discussion Forums Fri/Sun Content Quiz – Sun Key Point – Sun |
| Week 3 9/5 | Becoming a Leader Someone Wants to Follow | Supplemental | Journal – Sun Content Quiz - Sun |
| Week 4 9/12 | What Type Employees Are You Looking For? | Supplemental | Discussion Forums Fri/Sun Content Quiz - Sun |
| Week 5 9/19 | Recruiting, Hiring, Leading & Managing Personnel | Chapter 5 (Pages 94 - 119) | Journal – Sun |
| Week 6 9/26 | Recruiting, Hiring, Leading & Managing Personnel | Chapter 5 (Pages 119 - 138) | Discussion Forums Fri/Sun Content Quiz – Sun Key Point – Sun |
| Week 7 10/3 | Staffing Requirements Title 22, Title V, NAEYC | Supplemental | Journal – Sun Content Quiz - Sun Director Interview - Sun |
| Week 8 10/10 | Halting the Culture of Staff Turnover | Supplemental | Discussion Forums Fri/Sun Content Quiz - Sun |
| Week 9 10/17 | Emotional Bank Accounts – Thriving or Bankrupt? | Supplemental | Journal – Sun Content Quiz - Sun |
| Week 10 10/24 | Working with Families and Communities | Chapter 12 (Pages 330-362) | Discussion Forums Fri/Sun Employee Professional Development Plans – Sun Content Quiz - Sun |
| Week 11 10/31 | Working with Families and Communities | Chapter 12 (Pages 363-367) | Journal – Sun Content Quiz – Sun Key Points – Sun |
| Week 12 11/7 | Ethics | Appendices 2 and 3 | Discussion Forums Fri/Sun Content Quiz - Sun |
| Week 13 11/14 | Contributing to the Profession | Chapter 13 (Pages 362-372) | Meeting/Ethics Assignment – Sun Content Quiz - Sun |
| | Fall Break | Fall Break | Fall Break |
| Week 14 11/28 | Contributing to the Profession | Chapter 13 (Pages 373 - 381) | Journal – Sun Content Quiz – Sun Key Points – Sun |
| Week 15 12/5 | A Director With the Total Package | Supplemental | Discussion Forums Fri/Sun Content Quiz - Sun |
| Week 16 12/12 | Finals Week | | Final Essay - Fri |