CR COLLEGE OF THE REDWOODS

Syllabus for ECE 13 – Administration II: Personnel & Leadership in Early Childhood Education

Course Information

Spring 2024
ECE-13- V6229
Dr. Susan Rosen
Course units: 3.0

Instructor Contact Information

Office hours: by arrangement online
Phone number: 707-267-4933
Email address: susan-rosen@redwoods.edu

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. Demonstrate effective practices for managing and leading staff and administering early care and education programs.
2. Implement ongoing professional development plans based on evaluation of staff and administrator needs.
3. Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Prerequisites/co-requisites/ recommended preparation

Advisory ECE2 - Child Growth & Development - An understanding of child development is useful for understanding course content.

Advisory ECE5 - The Child in the Family and in the Community - An understanding of child development is useful for understanding course content.

Advisory ECE7 - Introduction to Early Childhood Curriculum - An understanding of child development is useful for understanding course content.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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
- Online Tutoring Resources

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care
When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and

chat. [Visit TimelyCARE here](#)

Mental Health Counseling
Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856
Email: shawnabmft@gmail.com
Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central
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 Wellness Central.

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here.](#)

Contact info
Phone: 707-476-4153
Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services (EOPS)Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

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 o 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. 1) One missed discussion will be accepted for 50% of the original value and should be emailed to the professor.
2. 2) You may request that 1 missing quiz be reopened the final week of class.
3. 3) Assignments (other than discussions posts and quizzes) will receive a 5% reduction per day it is late.
4. 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.

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class

January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

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.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

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.

Canvas Information

Log into Canvas at My CR Portal
For help logging in to Canvas, visit My CR Portal.
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

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. This does not change your legal name in our records. See the Student Information Update form.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Course Assignments and Grading

Weekly Assignments

- Discussions: 15 weeks @ 4 points per week 60
- Employee Professional Development Plans 20
- Director Interview 20
- Professional Meeting Attendance/Ethics Assignment 20
- Final Essay 20

Assignment Specifics

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 at 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).

COURSE GRADING

A = 90% +
B = 80% +
C = 70% +
D = 60% +
F = Below 60%

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.

Discussion Forum Entries - You will be required to submit one initial posting and two responses to peer postings per week. *Postings* should reflect an understanding of the material (text, videos, and articles), 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.

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

Calendar for ECE 13 Administration II: Personnel & Leadership in Early Childhood Education
Spring 2024

Date	Topic/Readings*	Assignments
January 16, 2024	Introductions	Introductions Forum
January 21, 2024	Overview of Early Care and Education/Program Administration Read: Chapter 1	Discussion Forums
January 28, 2024	Becoming a Leader Someone Wants to Follow	Discussion Forums
February 4, 2024	What Type Employees Are You Looking For?	Discussion Forums **Director Interview**
February 11, 2024	Recruiting, Hiring, Leading & Managing Personnel Read: Chapter 5 (pages 94-119)	Discussion Forums
February 18, 2024	Recruiting, Hiring, Leading & Managing Personnel Read: Chapter 5 (pages 119-138)	Discussion Forums
February 25, 2024	Staffing Requirements Title 22, Title V, NAEYC	Discussion Forums **Staffing a Classroom Assignment**
March 3, 2024	Halting the Culture of Staff Turnover	Discussion Forums
March 10, 2024	Spring Break	
March 17, 2024	Emotional Bank Accounts – Thriving or Bankrupt?	Discussion Forums **Professional Development Plans**
March 24, 2024	Working with Families and Communities Read: Chapter 12 (pages 330-362)	Discussion Forums
March 31, 2024	Working with Families and Communities Read: Chapter 12 (Pages 363-367)	Discussion Forums
April 7, 2024	Ethics Read: Appendices 2 & 3	Discussion Forums **Professional Meetings/Trainings**
April 14, 2024	Contributing to the Profession Read: Chapter 13 (Pages 362-372)	Discussion Forums
April 21, 2024	Contributing to the Profession Read: Chapter 13 (Pages 373-381)	Discussion Forums
April 28, 2024	A Director with the Total Package	Discussion Forums **Final Essay**
May 5, 2024	Finals Week	

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