



ECCE 2322 COURSE SYLLABUS Spring 2015

Semester: Spring 2016
Course Title: Personnel Management

Course Number: ECCE 2322
Credit Hours/ Minutes: 3 / 2250
Class Location: Main Campus, Vidalia
Class Meets: Tuesday 4:30-7:10pm
CRN: 40167

Instructor: Allison Barr, M.Ed.
Office Hours: M-R 8:00-8:30 am and 2-4pm

Office Location: Rm 314
Email Address: abarr@southeasterntech.edu
Phone: 912-538-3256
Fax Number: 912-538-3156

REQUIRED TEXT: *Handbook for Early Childhood Administrators* by Reno, Stutzmand and Zimmerman (2008)

COURSE DESCRIPTION: Provides training in early childhood personnel management. Topics include staff records; communication; personnel policies; managing payroll; recruitment, interviewing, selection, hiring, motivating, and firing; staff retention; staff scheduling; staff development; staff supervision; conflict resolution; staff evaluations; ethical responsibilities to employees; and time and stress management.

MAJOR COURSE COMPETENCIES: Topics include professional qualifications, professional and ethical conduct, professionalism and employment, and paraprofessional roles and responsibilities.

PREREQUISITE(S): Provisional Admit

COREQUISITE(S): None

COURSE OUTLINE:

1. Staff Records
2. Communication
3. Personnel Policies
4. Managing Payroll
5. Recruitment, Interviewing, Selection, Hiring, Motivating, and Firing
6. Staff Retention
7. Staff Scheduling
8. Staff Development
9. Staff Supervision
10. Conflict Resolution
11. Staff Evaluations
12. Ethical Responsibilities to Employees
13. Time and Stress Management

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial

aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES: If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero.

Assignments will not be taken late (no exceptions). If a student is absent the day of a quiz a grade of zero will be given. Quiz grades cannot be made up

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor,

academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee.

CELL PHONE POLICY: Cell phones are not to be used while in class. When a student enters the classroom, the cell phone should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class.

STATEMENT OF NON-DISCRIMINATION

Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

Grievance Procedures: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

25% Tests
30% Assignments/Quizzes
40% Policy and Procedures Handbook
5% Participation

GRADING SCALE

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

TCSG GUARANTEE/WARRANTY STATEMENT:

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.


****GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.
- d. The ability to utilize basic computer skills.

Instructor reserves the right to change assignments and due dates.

WEEK/DATE	CHAPTER	CONTENT	ASSIGNMENTS	COURSE COMPETENCY AREA ---- GEN ED COMPETENCY
Jan 12	Chapter 13- and Chapter 3 Discuss—forms, HepB, Spring policies packet, sign STC Acknowledgement of Criminal History Records Check Requirements for ECCE Program ----- Final Policies/Forms Handbook DUE on _____	Supporting Families – Parent Handbook Program Policies and Procedures	Review parent handbooks on-line in class and the policies/forms that must be compiled from page 201. Cover chapter and practice writing polices with 3 parts from text---each policy must have the three parts discussed in the chapter Discuss philosophy of education---write own—1page due next week—see samples on-line TUES: work on financial info. Forms due in two weeks	2, 3, 12 ----- 1, 3, 4,
Jan 19	Financial Forms and policies— Chapter 13 (list	Registration fees, other fees, tuition, late payment, late pick-up, returned checks, refunds, withdrawal	Tuesday: continue developing forms DUE today: typed 1 page philosophy of education (graded with writing rubric--- which must be attached to your paper Work on writing a sample job description for an assistant teacher that could also be used to evaluate this person’s job skills—due next week	1, 2, 3, 11,12 ----- 1,3,4
Jan 26	Chapter 4	Job Descriptions	Cover Chapter: DUE Today. Typed--- a complete job description for an assistant teacher that could be used as an evaluation tool. DUE : ALL Financial documents due---attach a rubric to each policy	1,2,3,9,11 ----- 1,3,4

			Work on Family Involvement Policies/Forms (see policies grading rubric)	
Feb	Chapter 5	Staffing	Cover Chapter work on Family Involvement policies/forms due Week 5	1,2,3, 5,9,11, 12 ----- 1,3,4
Feb	Policies Handbook	Family Involvement policies/forms	Work on policies DUE Today: Family Involvement policies/forms TEST today: 13, 3, 4, 5,	1, 3, 5, 6, 7, 8, 9 ---- 1,3,4
Feb	Chapter 6	Orientation, Evaluation and Staff Development	Cover Chapter Today in class: create an orientation checklist that lists things to discussed/done on a child's first day/week at new childcare center—for the child and the parent	1, 3, ----- 1,3,4
Feb	Policies Handbook Health and Safety policies/forms #1-5 Chapter 8	Accident, insurance, illness and communicable disease, infestation and medication Ethical Behavior and Code of Ethics and ethical dilemmas	Work on writing the policies for the Parent Handbook Health and Safety policies are due # 1-5 next week	1, 3, 5, 6, 7, 9, 11, 12 ----- 1,3,4,

	Handbook – Policies and Procedures Chapter 10	Sun safety, cold weather, biting, child abuse, guidance and discipline, meals and snacks	Complete the forms #6-12 under Health and Safety policies/forms—due Week 12 Cover Chapter In class: schedule workers for a week work schedule (part-time and full-time) Due Today: rest of Health and Safety policies and forms	2, 3, 12, ----- 1,3,4
	Continue Chapter 10 Law and Child care	Law and Child Care: at will, exempt, ADA, worker’s comp,, scheduling workers, disciplinary procedures for employees, due process		
	Chapter 11 And General Information policies	Financial operations Grievance, volunteers and visitors, lost and found, birthdays Program Evaluation	Cover chapter Work on handbook—General Info Policies TEST today on 6,8,10	2, 3, ----- 1,3,4
	Chapter 14	Program Practices	Cover chapter Work on general info policies	2, 3 ----- 1,3,4
SPRING BREAK 		Work on notebook	<hr/>	
	addendum	Time and Stress Management	Typed list of 20 things an ECCE teacher can do to reduce stress to do in class	<u>6,8, 9,10, 12, 13</u> 1, 3, 4

	Chapter 15	Program Evaluation	Cover chapter Discuss accreditation In class: create a parent program evaluation form	4,5,9,10,12 ----- 1,3,4
	Continue chapter 15	Program Evaluation	Finish chapter information Review for final exam DUE TODAY: COMPLETE CORRECTED POLICIES AND PROCEDURES DUE IN A NOTEBOOK (if you had to correct a policy both policies must be in the notebook)	4,5,9,10,12 ----- 1,3,4
	Final exam		Chapters 11, 14, addendum and 15	2,3,4,5,9,10,12 1,3,4

Assignments and due dates may change at the instructor's discretion.

COURSE OUTLINE:

1	Staff Records
2	Communication
3	Personnel Policies
4	Managing Payroll
5	Recruitment, Interviewing, Selection, Hiring, Motivating, and Firing
6	Staff Retention
7	Staff Scheduling
8	Staff Development
9	Staff Supervision
10	Conflict Resolution
11	Staff Evaluations
12	Ethical Responsibilities to Employees
13	Time and Stress Management

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NAME OF DOCUMENT	DATE TURNED INTO INSTRUCTOR	GRADE (all must be corrected for final notebook—place graded and corrected form in notebook)
FINANCIAL DOCUMENTS		
<p>You must know what BFTS says the rules are in order to write a policy!!! Make sure you have the BFTS childcare center rules/regs.. You will need a copy of these regulations from decal.ga.gov</p>		
1-registration fees		
2-other fees		
3-tuition charges		
4-due dates of tuition		
5-late payment fees		
6-late pick-up fees		
7-returned check fees		
8-refunds		
9-withdrawal policy (if leave on own or forced to leave)		
FAMILY INVOLVEMENT		
1- parent participation policy		
2-open door policy (enter facility at any time)		
3- parent-teacher policy and parent-teacher meeting form		
4-lending library policy		
5-annual survey policy (explain that a survey will be sent out once a year to find out what parents think about service)		
6- parent survey form		
HEALTH AND SAFETY		
1-Accident policy		
2-Insurance info.(liability etc...)		
3-Illness and communicable disease policy		
4-infestation policy (lice)		
5-Administering medication policy and a form		
6-Biting policy (remember that is typical child behavior)		
7-Sun safety and cold weather guidelines for center/children		
8-Child abuse policy		
9-Meals and Snacks policy		
10-Personal belongings and toys policy for children		
11- Smoking policy		
12- guidance and discipline – explain it in specifics (methods used and consequences)		
GENERAL INFO		
1-Grievance procedure (what is the procedure if parent is unhappy)		

with something?)

2- Volunteers/visitors ? allowed?

What must they do before allowed
to be a volunteer? Etc...

3-Lost and found policy

4- Birthday for children policy

All of the above policies must be placed in the POLICY NOTEBOOK in the order listed. IF you had to correct a policy/form, place both forms in the notebook. The grades for each policy will be averaged!! Example if you make a 60 on the first draft and a 100 on the second draft, you will get an 80 for the grade of that one policy.

DOCUMENT RUBRIC—for each policy, procedure and form (student should make 30 copies of this form)

NAME _____

FORM/Policy NAME _____ Date _____

CLASS _____

	4	3	2	1
Thorough/Complete	The form/policy is very thorough and complete and easy to understand	The form/policy is mostly thorough and complete and easy to understand	The form/policy is somewhat thorough and complete and easy to understand	The form/policy needs work
Correct according to BFTS Rules/Regs	The form/policy completely agrees with the BFTS rules/regs	-----	-----	The form/policy does not agree with the BFTS rules/regs
Spelling	There were no spelling errors	There were 1-2 spelling errors	There were 3 spelling errors	There were more than 3 spelling errors
On Topic	The policy/form was totally on the topic specified	-----	-----	The policy/form was not completely on the topic specified
Grammar Errors	There were no grammar errors (subject/verb agreement, run-on sentences...)	There was 1 grammar error	There was 2 grammar errors	There were 3 or more grammar errors
Typed	The form was typed	-----	-----	The form was not typed
Original	The form/policy was original	-----	-----	The form/policy was not original and was copied from another source

TOTAL NUMBER OF POINTS _____ X 3.6 = Final Grade of _____

Comments:

WRITING RUBRIC: (for all written assignments)

NAME _____ DATE _____

ASSIGNMENT _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments

Philosophy of Education RUBRIC:

NAME _____ DATE _____

ASSIGNMENT _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
The Paper stated how Children Learn	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive of how children learn	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion of how children learn	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking of how children learn	The paper did not have a proper main idea, and/or supporting details and/or cohesion of how children learn

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments: