Course Description: This course is an overview of the ethical and professional aspects of the early childhood teaching profession, including legal and ethical issues, personnel management, team building, leadership, conflict resolution, stress management, advocacy, professionalism standards, and school and family partnership.

Prerequisites: ECE 101 and ECE 103

Course Content: Historical, political, socio-economic, demographic and technological influences on the roles and responsibilities of the early childhood professional; overview of aspects involved in planning and running quality early childhood programs; development of leadership skills and staff management techniques; the roles and responsibilities of teachers of young children; ethical behavior; standards of professionalism set forth by various organizations: the California Department of Education (CDE), the National Council for the Accreditation of Teacher Education (NCATE), and the National Association for the Education of Young Children (NAEYC), Child development Associates (CDA) and National Board Certification—Early Childhood Generalist; and discussion of developmentally appropriate practices and indicators of quality established by the NAEYC (National Association for the Education of Young Children).
Child Development Program Learning Outcomes:
- Critically analyze and evaluate current leadership, advocacy and policy issues in child development, and their impact on the lives of children and families.

University Student Learning Outcomes:
- **Oral Communication Skills:** Communicate effectively with a variety of audiences in any setting.

Course Objectives - Students will be able to:
- Understand the roles and responsibilities of the contemporary early childhood professional across a range of services.
- Examine how children’s services are affected by social, political, economic and historical factors.
- Explore ethical behavior in early childhood professional settings.
- Analyze and critique topics regarding quality care during early childhood.

Course Goals
Additional competencies acquired in this course:
- Understand the roles and responsibilities of an administrator at a child development setting across a range of services, and critique central topics regarding quality care programs for children and families.
- Examine and present how children’s services are affected by social, political, economic and historical factors, and illustrate alternatives to minimize their impact on quality care for children.
- Demonstrate knowledge on ethical behavior in child development settings, and leadership strategies to foster teaching staff professional development.
- Develop strategies to build relationships among program staff members, and between teachers and diverse families, and communities. Explain the impact of poverty, immigration and power issues on the lives of children and families they serve, and how to address those issues in the daily routines of children in group settings.

Required Textbooks

*Class Reader for ECE 215*
**Expectations for Students**

**Attendance - (10 points)**
Students must be present during all 45 hours of classroom instruction. Active participation is expected. Students are allowed two absences (5 hours) during the entirety of the course. *(Withdrawals: Students may withdraw any time prior to the "last day to withdraw". After that you may be withdrawn by me if you do not meet the hours of class outlined on the class syllabus.)*

**Scholastic Dishonesty:** Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework. Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

**Student Freedom of Expression:** Each student is strongly encouraged to participate honestly in classroom discussions. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us, students and instructors alike, to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but with the instructor. It is expected that faculty and students will respect the views of others when expressed in the classroom.

**Professional Ethics:** Please keep in mind that the children and families encountered in completing laboratory experiences for this course deserve respect at all times. Talking or gossiping about children, families or center staff is non-respectful and undermines the trust the children and their families have in their child care providers. It is expected that you review the NAEYC Code of Ethics *(included in Class Reader)* and make every attempt to follow our professional code of ethics.

**Make-up Work Policy:** Make-up work is defined as any assignment or test, which was assigned when a student was not present in class due to an excused absence or early dismissal. Students should remember that much of the instruction a student misses when absent (such as lecture notes, class discussion, teacher explanation, and the opportunity to learn from class participation) cannot be made up and thusly will result in loss of points which will reflected in the final grade. The following are the policies and procedures concerning make-up work:

- It is solely the student's responsibility to request make-up work and tests from the teacher within two days of the absence. Arrangements will be made at the teacher's discretion. After two days the work will not be allowed to be made up.
- It is best if the student requests the make-up work **BEFORE** the absence occurs and return to class with all work completed.
**Write & Present Professionally:** I expect your assignments to be written in complete sentences, and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The NHU Tutoring Lab offers wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations. **Written work must use APA Style References. Before turning your paper in, submit it for revision at the CCS (Center for College Success).**

**READ THE ASSIGNMENTS** prior to class. You will learn more when you have read the material and are able to participate in class discussions.

**USE** NHU and/or SJSU library and/or **APPROVED INTERNET** resources in order to complete your oral/written presentation.

**PARTICIPATE** in class discussions, exercises and group project assignments. Find and bring course related articles, periodicals, books, videos, etc. that will enhance and reinforce the learning experience for the class.

**INVOLVEMENT:** Participate in small group discussions or projects, if assigned.

**Course Assignment and Grade Requirements**

**Grading Policy:** Letter Grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Category</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>Excellent</td>
<td>C</td>
<td>75-76%</td>
<td>Average</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>Excellent</td>
<td>C-</td>
<td>70-74%</td>
<td>Average</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Above Average</td>
<td>D+</td>
<td>67-69%</td>
<td>Below Average</td>
</tr>
<tr>
<td>B</td>
<td>85-86%</td>
<td>Above Average</td>
<td>D</td>
<td>64-66%</td>
<td>Below Average</td>
</tr>
<tr>
<td>B-</td>
<td>80-84%</td>
<td>Above Average</td>
<td>D-</td>
<td>60-63%</td>
<td>Below Average</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Average</td>
<td>F</td>
<td>less 60%</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Student will be assigned letter grades based on the following criteria:
A = 90% - 100% EXCELLENT
- Prepares thorough and exceptional assignments, handouts, visuals, etc.
- Completes all assigned readings and summaries as assigned
- Completes all assignments on-time
- Participates in all group in-class exercises; takes leadership role
- Demonstrates work beyond the minimum requirements
- Assignments show extra effort
- On-time and no unexcused absences
B = 80%-89%  ABOVE AVERAGE
- Prepares assignments, handouts, visuals above minimum standards
- Completes all assigned readings and summaries
- Completes all assignments on-time
- Participates in class group exercises
- On-time and no unexcused absences

C = 70%-79%  AVERAGE
- Prepares satisfactory assignments
- Turns in assignments with minimal effort or misses an assignment
- Regular attendance
- Participates in class oral and group exercises

D = 60%-69%  BELOW AVERAGE - Not acceptable

Course Assignments

Class Readings Journal (15)  10 pts.

Students will maintain a Class Readings Journal of 15 of the 18 possible readings and 4 appended documents. A full one page entry will be word-processed for each document using standard 1’ margins and any easy to read12 font style.

The content of the reflective entry will be primarily based upon the day’s readings but may include observations or comments from the day’s discussions, and/or instructor/individual/group activities. The student is to reflect upon, highlight or identify new or key concepts presented or discussed during the readings and class session. A question will be generated at the end of each class session to act as a prompt to guide the student in properly addressing the journal entry. This writing activity is meant to spur the student to ruminate over and better grasp the various concepts covered during the course and to reflect on their application to their behaviors as practitioners.

This Class Reading Journal will not be presented to the class but it will be reviewed by the instructor to gauge the level of involvement and comprehension exhibited by the student.

Business Plan: Management Tool Kit  30 pts.

By the end of the course the student will develop a Complete Business Plan and Center Based Management toolkit that will be comprised of the following: 1) Executive Summary including statement of philosophy, 2) Business Description and Vision, 3) Definition of Market and Demographics, 4) Description of Quality and Differentiation of Services including a list of capital outlay to accouter the center, 5) Organization and Management, 6) Marketing and Sales Strategy, 7) Budgeting and Financial management.
For the purpose of this projects completion student will acquire a well-develop Staff Handbook of job descriptions for staffing a program including hiring/firing, development/training, evaluating and supervising from an existing program. The Marketing section will include a well-develop program brochure for a (your) childcare center will be used for advertisement purposes. Lastly, students will obtain a Parent Handbook that will include guidelines, limitations and expectations of parents and students in your program which will be included in the Description of Market and Demographics.

**Critical Assignment**

25 pts.

A reflection paper including (1) applicability of principles of effective advocacy for children and families at the students’ own workplace or community; (2) an analysis of leadership styles and its effective applicability to the advocacy of children and their families; and (3) responses to real and hypothetical ethical dilemmas.(**Standard 10- Leadership and Management: 10A- Leadership; 10B- Management Policies and Procedures; 10E- Personnel Policies; and 10F- Program Evaluation, Accountability, and Continuous Improvement**).

The purpose of this assignment is to determine mastery of CD Program Student Learning Outcome 3: *Critically analyze and evaluate current leadership, advocacy and policy issues in child development, and their impact on the lives of children and families.*

Completion of all critical assignments with a grade of a “C” or above is necessary for students to meet graduation requirements. Students need to keep their graded critical assignments in a binder, which in turn needs to be presented to the Chair of the Child Development Program upon completion of all coursework.

**Exams (2)**

30 pts.

Students will take one Midterm examination and one cumulative Final Examination each worth 15 points.

**TOTAL CLASS: 100 pts.**

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**Course Calendar**

Session 1  
1/26/10  
Syllabus & Course Overview/Requirements  
Administration: Leadership vs. Management
Session 2
1/28/10
Styles of Leadership
Leadership Self Assessment
Interpersonal Relationships

Session 3
2/2/10
Introduction of Business Plan Assignment
Reading - How To Start Your Own Day Care Center

Session 4
2/4/10
Community Needs
Reading – 2009 California Child Care Portfolio: Supply and Demand

Session 5
2/9/10
Licensing and Certifying
NAEYC Accreditation
Reading - Regulation and Licensing of Child Care Programs in California (at a glance)
Reading - Future Directions for EC Education: 10 Concerns by Colin Gibbs Reading –
Reading - Trends in Education and Child Care

Session 6
2/11/10
NO CLASS

Session 7
2/16/10
Licensing and Certifying (cont)
Reading - California Child Care Centers: Licensing Regulation Highlights
Reader - Putting Your Best Foot Forward

Session 8
2/18/10
Handling Financial Matters
Reading - Child Care and the New Economy

Session 9
2/23/10
Handling Financial Matters (cont)
Reading – Your Center in Good Financial Health? – 6 Symptoms and Some Prescriptions
Session 10
2/25/10
NO CLASS

Session 11
3/2/10
1st submission of Class Journals
Funding the Program
Reading - Surviving Tight Times – What To Do When the Money Runs Out

Session 12
3/4/10
Funding the Program (cont)
Reading - World Forum Fundraising Kit

Session 13
3/9/10
Developing a Center Facility
Reading - Designing a curriculum for EC teachers and caregivers

Session 14
3/11/10
Equipping the Center
Reading - The Physical Environment

Session 15
3/16/10
Staffing the Center
Reading - Staffing at the Child Care Center
Reading - A Director’s Game Plan – Ten Strategies for Coaching a Winning Team

Session 16
3/18/10
Publicizing Center & Selecting Children
Reading - Click, Click, Click … Using the Web to Advertise your Child Care Center

Session 17
3/23/10
Crisis Management- Prevention and Documentation
Reading - Enjoying the Good Lice: Managing Crisis

Session 18
3/25/10
MID-TERM
Session 19
3/30/10
Center Evaluation
NAEYC Accreditation Standards

Session 20
4/1/10
NO CLASS

Session 21
4/6/10
NO CLASS

Session 22
4/8/10
NO CLASS

Session 23
4/13/10
Staff Development
Reading - Planning Staff Meetings

Session 24
4/15/10
Staff Development (cont)
Reading - Child Care Staff: The Low Down on Salaries and Stability:
An NCR For Women & Families Report
Reading Child Care Staff: Learning and Growing Through Professional Development

Session 25
4/20/10
Working with Parents and Community
Reading - Making Change Happen: What Programs can do to Turn Things Around
Reading - Conferencing with Parents of Infants

Session 26
4/22/10
Working with Parents and Community (cont)
Reading - Making Change Happen: What Programs can do to Turn Things Around
Reading - Conferencing with Parents of Infants

Session 27
4/27/10
NO CLASS
Session 28
4/29/10
2nd Submission of Class Journals

Session 29
5/4/10
Presentation of Business Plans

Session 30
5/6/10
Presentation of Business Plans

Session 31
5/11/10
Presentation of Business Plans

Session 32
5/13/10
Presentation of Business Plans

Session 33
5/18/10
Presentation of Business Plans

Session 34
5/20/10
Presentation of Business Plans

Session 35
5/25/10
Presentation of Business Plans

Study Week – NO CLASS

Session 36
5/27/10
Final
Critical Assignment will be graded according to the following rubric:

**C.D. Scoring Rubric for Program Learning Outcome 3**
Critically analyze and evaluate current leadership, advocacy and policy issues in child development, and their impact on the lives of children and families.

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of learners’ diverse educational needs, schools as interactive social and cultural systems, and social and organizational change.</td>
<td>Clear and relevant demonstration of understanding diverse student needs and social changes. Thorough evidence provided.</td>
<td>Demonstrates an understanding of diverse student needs and social changes. Evidence provided.</td>
<td>Partly demonstrates an understanding of diverse student needs and social changes. Little support or evidence provided.</td>
<td>Missing or lacking recognizable evidence of understanding diverse student needs and social changes.</td>
</tr>
<tr>
<td>Demonstrates engagement in leadership and advocacy for children, their families, and the profession; and upholds ethical and professional standards.</td>
<td>Clear and relevant knowledge of leadership and advocacy. Comprehensively understands issues of ethical and professional standards. Thorough evidence provided.</td>
<td>Exhibits knowledge of leadership and advocacy. Understands issues of ethical and professional standards. Evidence provided.</td>
<td>Partly exhibits knowledge of leadership and advocacy. Somewhat understands issues of ethical and professional standards. Little support or evidence provided.</td>
<td>Missing or lacking recognizable evidence of knowledge of leadership and advocacy. Understands issues of ethical and professional standards.</td>
</tr>
<tr>
<td>Demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially early childhood education.</td>
<td>Clear and relevant analysis of the impacts of the laws, policies and regulations of government agencies on the child development field. Thorough evidence provided.</td>
<td>Analyzes the impacts of the laws, policies and regulations of government agencies on the child development field. Evidence provided.</td>
<td>Partly analyzes the impacts of the laws, policies and regulations of government agencies on the child development field. Little support or evidence provided</td>
<td>Missing or lacking recognizable evidence of analysis of the impacts of the laws, policies and regulations of government agencies on the child development field.</td>
</tr>
<tr>
<td>Evaluates public policies and strategically influences the profession through practices that promotes high-quality learning environments for children. Seeks for professional/personal development opportunities.</td>
<td>Clear and relevant evaluation of public policies that influence the child development profession. Frequently seeking opportunities for professional/personal development. Thorough evidence provided.</td>
<td>Evaluates public policies that influence the child development profession. Seeks opportunities for professional/personal development. Evidence provided.</td>
<td>Partly evaluates public policies that influence the child development profession. Rarely seeks opportunities for professional/personal development. Little support or evidence provided.</td>
<td>Missing, or lacking recognizable evidence of evaluation of public policies that influence the child development profession. Seldom seeks opportunities for professional/personal development.</td>
</tr>
</tbody>
</table>
Course Assignments will be graded according to the following scoring rubrics:

**Scoring Rubric for NHU Student Learning Outcome Oral Communication:**
Communicate effectively with a variety of audiences in any setting.

<table>
<thead>
<tr>
<th>Subject knowledge demonstrated in oral presentation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates complete comfort with presenting and has knowledge (possibly more than required) of topic which is demonstrated by answering all questions with expanded explanations</td>
<td>Comfortable presenting information and is at ease with questions but does not elaborate</td>
<td>Uncomfortable in presenting the information. Is able to answer simple questions. Does not show depth of knowledge.</td>
<td>Does not have grasp of information. Is unable to answer simple questions. Does not show mastery of topic.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to deliver oral presentation and retain eye contact with audience</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains eye contact with audience throughout presentation</td>
<td>Maintains eye contact most of the time</td>
<td>Occasionally uses eye contact</td>
<td>Fails to maintain eye contact with audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphics/Visuasl</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics/visuals are of high quality and clearly explain reinforce expand on information in oral presentation</td>
<td>Graphics/visuals relate to oral presentation and explain/expand reinforce the oral presentation.</td>
<td>Graphics/visuals do not support oral presentation or are not visible</td>
<td>Uses no graphics or visuals during oral presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage Audience</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively and effectively engages audience through more than one method</td>
<td>Actively engages audience.</td>
<td>Occasionally engages audience but is not consistent</td>
<td>Student does not engage audience.</td>
<td></td>
</tr>
<tr>
<td>Level of Achievement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>----------------------</td>
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<tr>
<td><strong>Rhetorical Force</strong></td>
<td>The clarity with which the student states and maintains the thesis, central idea, or point of view; the coherence, logic, and unity of the student’s reasoning.</td>
<td>Clearly presents a thesis and maintains focus on the topic; the response is well reasoned.</td>
<td>Presents a thesis or central idea and maintains focus on the topic in general; the response is adequately reasoned.</td>
<td>Presents central idea and/or point of view but does not maintain focus on the topic; the response is simplistically reasoned.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>The strength of the student’s voice and appropriateness of the student’s tone.</td>
<td>Writes with a clear, strong voice and in a tone that complements the topic and is appropriate for an academic audience.</td>
<td>Writes with adequate voice and generally appropriate tone for the topic and an academic audience.</td>
<td>Writes with an inadequate voice and in a tone that is inappropriate for the topic and an academic audience.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The extent to which the writing displays college-level syntax, diction, grammar punctuation, and spelling.</td>
<td>Uses complex and varied sentences; the paragraphs are well developed with supporting details; although the response may contain minor errors in diction, grammar, punctuation, or spelling, it is easy to read.</td>
<td>Response may have errors in sentence and paragraph construction, grammar, punctuation, or spelling, but they are neither serious nor frequent enough to distract the reader.</td>
<td>Response has distracting errors in sentence and paragraph construction, grammar, punctuation, or spelling; student uses short, choppy sentences with minimal modification.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>The relevance, depth, analysis, synthesis, and specificity of the supporting information.</td>
<td>Assertions and generalizations are consistently supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are generally supported with specific, relevant, and detailed evidence.</td>
<td>Assertions and generalizations are inadequately supported with specific, relevant, and detailed evidence.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The degree in which the conclusion follows the logic of the written work.</td>
<td>Conclusion clearly synthesizes arguments and evidence. Topic is addressed. Conclusion is warranted, judicious, non-fallacious. Topic is comprehensively addressed.</td>
<td>Conclusion synthesizes arguments and/or evidence. Conclusion is frequently warranted, judicious, non-fallacious. Topic is addressed.</td>
<td>Conclusion lacks synthesis of arguments and evidence. Sometimes draws unwarranted or fallacious conclusions. Topic is somewhat addressed.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>The degree to which the student analyzes and/or questions underlying assumptions, beliefs, and biases.</td>
<td>Effectively questions and analyzes the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays a high degree of inferential thinking.</td>
<td>Adequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays some inferential thinking.</td>
<td>Inadequately addresses the underlying assumptions, beliefs, and biases inherent in the prompt or assignment; the response displays little or no inferential thinking.</td>
</tr>
</tbody>
</table>