

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**  
**COLLEGE WIDE COURSE SYLLABUS**

**CAMPUS:** Collegewide

**DEPARTMENT:** Early Childhood Education

**COURSE:** ECE 223: Personnel Management

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** PSY 125, ECE 123 or ECE 125, ECE 127, and ECE 226

**CO-REQUISITES:** None

**COURSE HOURS and CREDITS:** 3:0:3

**COURSE DESCRIPTION:**

This course is designed to provide students with information on personnel aspects in the childcare setting. Students will gain insight in areas of licensing requirements, legal issues, and staff development needs. Prerequisites: PSY 125, ECE 123 or ECE 125, ECE 127, and ECE 226.

**TEXT:** Planning & Administering Early Childhood Programs, 8<sup>th</sup> ed., Decker & Decker.

**MATERIALS:** (To be selected by each Campus)

**METHOD of INSTRUCTION:** Online or land based lecture

**MANUALS:** (To be selected by each Campus)

**DISCLAIMER:**

## **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Identify and model effective communication techniques, including conflict resolution. (PGC 2 & CCC 1, 3)
2. Compare leadership styles and how they affect individual and team dynamics. (PGC 5, 6, & CCC 4, 8)
3. Create personnel policies that are reviewed and revised periodically. (PGC 5, 6, & CCC 1, 3)
4. Design job descriptions for all positions. (PGC 2, 5 & CCC 1, 4)
5. Identify all laws and regulations applicable to personnel. (PGC 4 & CCC 5)
6. Describe effective hiring and termination procedures. (PGC 2, 5 & CCC 1, 4)
7. Plan a staff development system to include professional development plans, on-going inservices and new employee orientation. (PGC 1, 2, 3, & CCC 1, 3, 4)
8. Compare methods of staff evaluation and use in a center. (PGC 2, 5, & CCC 4, 5)
9. Develop a plan and format to conduct effective staff meetings. (PGC 2, 5 & CCC 1, 3)

## **MEASURABLE PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Identify and model effective communication techniques, including conflict resolution.
  - 1.1 Summarize Flake-Hobson & Swick's four styles of communication.
  - 1.2 Demonstrate appropriate conflict management skills.
  - 1.3 Identify methods of effective supervision, feedback, guidance, and coaching of staff.
2. Compare leadership styles and how they affect individual and team dynamics.

- 2.1 Discuss basic leadership styles.
- 2.2 Identify and evaluate supplemental resources used to enhance leadership skills.
- 2.3 List incentive techniques to enhance employee retention, motivation, and cooperation.
3. Create personnel policies that are reviewed and revised periodically.
  - 3.1 Discuss the purpose of personnel policies.
  - 3.2 Identify characteristics of viable policies and procedures.
  - 3.3 Review systems for staff scheduling and assignments.
4. Design job descriptions for all positions.
  - 4.1 Conduct job analyses of all positions at a current NAEYC accredited center or home-based facility.
  - 4.2 List the daily and occasional tasks the individual will be expected to perform.
5. Identify all laws and regulations applicable to personnel.
  - 5.1 Summarize Delacare regulations for center-based or home-based facilities.
  - 5.2 Compare and contrast NAEYC accreditation standards and Headstart regulations for personnel.
  - 5.3 Discuss record keeping system for personnel files.
6. Describe effective hiring and termination procedures.
  - 6.1 Identify key components of the hiring and termination processes.
  - 6.2 List factors that influence each process.
7. Plan a staff development system to include professional development plans, on-going inservices and new employee orientation.
  - 7.1 Define professional development.

- 7.2 Identify and evaluate supplemental resources for professional development.
- 8. Compare methods of staff evaluation and use in a center.
  - 8.1 Review NAEYC, Headstart, and ECAP staff evaluation methods.
  - 8.2 Create a chart comparing and contrasting methods of evaluations at local childcare facilities.
- 9. Develop a plan and format to conduct effective staff meetings.
  - 9.1 Describe key components of a staff meeting.
  - 9.2 Observe and analyze staff meetings at three different early childhood programs.
  - 9.3 Identify team building strategies for staff involvement in program development and delivery.

### **EVALUATION CRITERIA:**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Written Assignments	50%
Exams	<u>50%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy and other policies relevant to their academic progress.**