



Course Prefix/Number/Title:

EC 222 Administration and Leadership in Early Childhood Education

Number of Credits:

3 credits

Course Description:

This course examines methods for creating, analyzing, and administering effective programs including financial management, licensing requirements, staff supervision, enrollment procedures, health and safety issues, and publicity procedures. Students learn to communicate effectively with parents about their children. The NAEYC Code of Ethics and accreditation criteria from professional, state, and national organizations are reviewed. Childcare standards are used to develop a philosophy for childcare and to define program goals.

Pre-/Co-requisites:

None

Course Objectives:

Upon completion of this course:

- Students will demonstrate knowledge of, and how to apply licensing rules and regulations that govern early childhood programs.
- Students will analyze effective program policies and procedures necessary to implement a high-quality program. Including handling finances, recordkeeping, supervising staff, enrollment procedures, and health, safety and nutrition policies, and personnel policies.
- Students will understand the need to include families, professionals and the community in overall program development and evaluation.
- Students will recognize the link between curriculum, environment, and the use of evaluation to adequately plan for a high-quality program for children. Tools to reference include: ERS (Environmental Rating Scales), CLASS (Classroom Assessment Scoring System), PAS (Program Administration Scales), NAEYC Accreditation, Head Start Performance Standards.
- Students demonstrate the ability to use oral and written communication effectively with parents, staff, and the community to articulate program philosophy, policies, and procedures. This can include leading parent/board meetings, speaking on behalf of a program and the use of technology in creating marketing materials, newsletter, program handbooks, etc.
- Students will learn the role of professionalism, advocacy, and ethical behavior as a key component to being a leader in the field of Early Education and Care.
- Students will learn the importance of fiscal responsibility that is necessary to run a high-quality program. Including, identifying revenue and expenses used in planning an operational budget, collecting, and handling money, financial recordkeeping, and grant writing.
- Students will recognize the role of supervising and collaborating with others as a key element of program leadership.

Instructor:

Hattie Albertson, MA

Office:

Thatcher 203

Office Hours: Via email or Course Message

Phone: 701-228-5454

Email:

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Lecture/Lab Schedule:

Online

Textbook(s):

Planning and Administering Early Childhood Programs Nancy K. Freeman, Celia A. Decker, John R. Decker ISBN-13: 978-0-13-402731-9

Course Requirements:

When taking an online course, students are typically required to adhere to a set of expectations and fulfill certain responsibilities. These requirements may vary depending on the course, institution, and instructor. Students are expected to:

1. **Access Course Materials:**
 - o Log in to the online learning platform regularly.
 - o Access and review course materials, including lectures, readings, and multimedia content.
2. **Complete Assignments and Assessments:**
 - o Submit assignments and assessments by specified deadlines.
 - o Adhere to guidelines for formatting, file types, and submission methods.
3. **Seek Clarification and Support:**
 - o Reach out to the instructor for clarification on course content or assignments.
4. **Maintain Academic Integrity:**
 - o Adhere to academic integrity policies and guidelines.
 - o Avoid plagiarism and properly cite sources in submitted work.
5. **Stay Informed:**
 - o Check announcements, updates, and notifications regularly.
 - o Stay informed about any changes to the course schedule or assignments.
6. **Respect Online Etiquette (Netiquette):**
 - o Communicate professionally and respectfully in online discussions.
 - o Follow established netiquette guidelines for online communication.
7. **Review and Understand Policies:**
 - o Familiarize themselves with the course policies, including late submission policies, grading criteria, and attendance requirements.

Grades are earned through points and converted into a percentage.

Percent	Grade	
90 – 100%	A	Target
80 – 89%	B	Acceptable – high
70 – 79%	C	Acceptable – average

60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Tentative Course Outline:

Module One: Learning Module One: Creating the Early Childhood Program’s Framework

Module Two: Operationalizing the Early Childhood Program

Module Three: Implementing the Children’s Program

Module Four: Putting it all Together

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

Relationship to Campus Focus: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Regular participation is expected to complete all requirements of the class.
- Learning activities will require internet connectivity.
- All work completed shall be your own.

Student Email Policy:

Dakota College at Bottineau (DCB) is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor/Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.