



EC222 Administration and Leadership in ECE

Christy Jackson

Spring 2022

Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

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| Course Title: Administration and Leadership in ECE | Instructor: Christy Jackson |
| Course Prefix/Number: EC 222 | Office: Online |
| Class Location: Online | Office Hours: Online. Arrange chat sessions with the instructor as needed. |
| Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus. | Instructor Contact Information: Phone: 701-240-5866 (emergencies only) Email: Blackboard course email system. |
| Credits: 3 | |
| Pre-/Co-requisites: None | |

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.

Relationship to Campus Theme: The goal of the Education and Human Development Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Education and Human Development Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques

Goals/Objectives: By the end of the course, students will be able to:

- Students will identify and analyze methods for creating and analyzing effective program administration including financial management, licensing requirements, staff supervision, enrollment procedures, health and safety issues, publicity procedures, and grant writing.
- Students will understand the need to include families, professionals and the community in overall program development and evaluation and to develop and maintain positive collaborative relationships with families, acknowledging that parents are children's first teachers.
- Students will learn to conduct effective and positive parent/teacher conferences.
- Students will gain knowledge of a variety of program models that may be used in program administration.
- Students will learn to communicate effectively with parents about the school's philosophy and goals and their children's progress and will learn to involve them in the decision making process related to their child's development and provide them with information regarding a range of family-oriented services that are designed to help families identified needs.
- Students will demonstrate professional conduct based on NAEYC Code of Ethics.
- Students will develop an understanding of program administration by participating in an activity, such as: shadowing, mentoring, or interviewing.
- Students will incorporate quality childcare standards into program philosophies and goals.

- Students will review accreditation criteria from professional (i.e., NEA, NAEYC), state and national organizations as a part of program planning and evaluation.
- Students will learn to involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs.

Required Text: Planning and Administering Early Childhood Programs, 11th Edition by Freeman, Decker and Decker, ISBN-10: 0-13-402731-0/ISBN-13: 978-0-13-402731-9

| Description of Assignment/Assessment | CEC Standard | Points Possible | Points received |
|--|--------------|------------------|-----------------|
| Introductions: Students will introduce themselves to fellow students. | | 1 @ 20 pts each | |
| Discussion: Students post to a discussion board and discuss given question with other students | | 4 @ 20 pts. | |
| To Reflect Questions: Student will answer given questions based on weekly readings. All answers will be thorough and contain correct grammar/punctuation. | | 11 @ 30 pts. | |
| Essay Questions: Student will answer several essay style questions throughout the semester based on readings outside of text. | | 9 @ 20-50 pts | |
| Research Papers: Student will write a short research paper on the Philosophy of Leadership. | | 4@40-50 pts. | |
| Portfolio: End of the year project which will require the student to create an EC portfolio. | | 1 @ 200 pts each | |
| Total Points | | 1,050 | |

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

| Percentage | Grade | |
|------------|-------|-----------------|
| 90-100% | A | Target |
| 80 – 89% | B | Acceptable-high |
| 70 – 79% | C | Acceptable-low |
| 60 – 69% | D | Unacceptable |
| 0 – 59% | F | Unacceptable |

Academic and Institution Policies

Student Email Policy:

Dakota College at Bottineau 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:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. 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.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5647; Toll free 1(888)918-5623.

Quality of work:

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course. There will be 50% reduction in your grade for all late work.