

# Mayville State University

## EC 322 Administration and Leadership in Early Childhood Education (27889)

Fall 2025

3 Credit Hours

### Course and Instructor Information

**Instructor Name:** Cassandra Brown

**Contact Information:** cassie.brown@mayvillestate.edu

**Hours of Availability:** I am happy to meet with you by email or Zoom

**Instruction Mode:** Online Asynchronous.

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

### Course Materials and Technologies

#### Required

Sciarra, A., Dorsey, A., & Lynch, E.(2012). *Developing and Administering a Child Care and Education Program* (9<sup>th</sup> ed.). United States: Thomson Delmar Learning.

#### MSU Technology Requirements

Blackboard Ultra

### Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course, as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (considering the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.

### Course Description

This course focuses on the development and administration of Early Childhood programs, based on quality childcare research and child development theories. Teacher candidates will become familiar with the management aspects of childcare programs. The following topics will be addressed: health and safety regulations, finance, working with parents and the community, and licensing requirements will be considered. Teacher candidates will also focus on building their skills and education leadership. This course is for educators who will teach in Birth to Third Grade classrooms.

**Pre-/Co-requisites:** No Pre-/Co-requisites are required.

### Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Students will examine a variety of program models in early childhood and understand the ways in which they are classified. (INTASC 9, 10, NDECE 8, 9, 10, NAEYC 6, CEC/ EC 7, SLO 4).

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2. Students will explore the processes involved in coordination, leadership, and management of early childhood programs. Topics include-Physical facility planning, financing and budget; Planning children's program; Nutrition, health, and safety; Staffing; Contributing to the profession; and Leadership (INTASC 10, NDECE 10, NAEYC 6, CEC EC 7, SLO 4).
3. Students will describe the skills necessary to lead and manage personnel in early childhood settings. (INTASC 9,10, ND ECE 8,10, NAEYC 6, CEC EC 7, SLO 4).
4. Students will examine the importance of working with communities and families, as well as their professional responsibility to contribute to the profession. (INTASC 9,10, ND ECE 8,10, NAEYC 6, CEC EC 7, SLO 4).

## Course Expectations

### Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section daily.
- When I need to communicate with students individually, I will do so through email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will respond within 24-48 hours. I try not to respond to emails over the weekend.

### Assignments and Assessments

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Weekly Assignments	1	338	73%
Discussion Boards	5	80	18%
Case Studies	2	40	9%
<b>Total Points</b>		<b>458</b>	

## Evaluation and Grading

### Grading Policies

- **Feedback:** Assignments are due on their due date. Dropbox your assignments in Blackboard. Assignment feedback is typically given within 7 days of assignment submission via Blackboard. Larger projects can take longer to review so expect feedback within 10 days of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus.
- After feedback has been provided on an assignment, students have 5 days, from the date the feedback was given, to ask questions on the feedback provided.
- Due dates for everything from discussion forums to assignments are critical in this course as my input or assignments are often required for others to complete their work. I know that timeliness is an attribute that is measured in the InTASC standards and disposition evaluations in teacher education.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and in the Syllabus.
- Students are required to complete ALL weekly assignments, discussion forums and graded assignments in order to earn a passing grade in this course and it is the student's responsibility to keep track that all assignments and discussion forms have been completed by their due date.

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- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted.
- Late work is determined by the Blackboard Dropbox. There is a 1-point loss per day after the due date. **Late work is not accepted 5 days after the due date.**
- Please do not email your work. Dropbox your work on Blackboard. If you have difficulty submitting, please contact the MSU Help Desk or Blackboard support services.

## Attendance/Participation Policies

- **Attendance and participate.** At Mayville State University, student attendance and participation are very important elements of university success. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for all components of the course. To successfully complete this course, your attendance and active participation is required. Participation will result in solidifying the readings, activities, and research you have done adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
  - Students are to fulfill all requirements of the course.
  - Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.

## Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

## Breakdown of Grades

A= 94 – 100%	→	430– 458 points
B= 87 – 93%	→	398 – 426 points
C= 80 – 86%	→	366 – 393 points
D= 70 – 79%	→	321 – 362 points
F= < 70%	→	0 – 320 points

## Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

- Enrollment Verification Assignment for EC 322: Week #1 Getting to Know You

## Proctor Notification

No proctors are required for this course.

## Important Student Information

In the Help & Resources for Students section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program

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- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Course Timeline/Schedule

All information is laid out in detail on Blackboard in each weekly folder.

Week	Topics & Assignments	Due Date
Week 1	Course Verification Assignment: Getting to Know You Personality Test and Questions What Makes a Leader Anyway Discussion *Opt in/out of the online Textbook*	10.26.25
Week 2	Needs Assessment Program Philosophy Program Philosophy Discussion	11.2.25
Week 3	State Licensing Center Structure Center Structure Discussion	11.9.25
Week 4	Dreaming Your Center	11.16.25
Week 5	Floor Plan and Narrative	11.23.25
Week 6	Staffing the Center Recruiting Children	11.30.25
Week 7	Active Supervision Questions Active Supervision Discussion Engaging Fathers Questions Engaging Fathers Discussion	12.7.25
Week 8	Case Study 1 Case Study 2	12.12.25

Course Timeline and Schedule are subject to change as deemed necessary by the instructor

## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include continuing the course as planned in Blackboard.

## Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

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## InTASC Standards

**Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## NAEYC Standards/ND Early Childhood Teacher Education Standards

**Standard 6 Professionalism as an Early Childhood Educator:** Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

## CEC EC Standards

**Standard 7: Professionalism and Ethical Practice:** Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO#4:** Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## Instructional Strategies

The content of EC 322 will be delivered by:

- Written Reflection
- Discussion Forums
- Graphic Organizers
- Academic Writing
- Videos
- Case Studies
- Critical Thinking
- Inquiry & Research

## Late Arrivals

Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

## Course Materials and Technologies

All written work will use:

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

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- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.