

**LUMPKIN COLLEGE OF BUSINESS AND APPLIED SCIENCES
EASTERN ILLINOIS UNIVERSITY**

TO: Council on Graduate Studies

FROM: Diane Hoadley, Dean

SUBJECT: EXECUTIVE ACTION

DATE: January 12, 2009

The School of Family and Consumer Sciences recently approved the following curriculum proposal which I support:

Proposal for Adding Technology-Delivered Sections of FCS 4859, Administration of Child Care Programs

(request is to add technology-delivered sections to a previously approved course - **effective Fall 2009** – see attached proposal and supporting documents)

Revised Delivery of Existing Course

Online Rationale for FCS 4859 Administration of Child Care Programs

1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus. *Attached*
2. A rationale for offering a technology-delivered section of the course. *This course is not a general education course. The course is currently taught on campus in a traditional face-to-face format and fills each time it is offered. The proposal is to offer the class both online and face-to-face.*

The material covered in the course lends itself well to the online format as it involves perusing a large amount of materials related to the legal requirements of child care administration (including Illinois Department of Children and Family Services, Food Service and Sanitation, Americans with Disabilities Act, No Child Left Behind, Red Cross 1st Aid/CPR), accreditation/credentialing (National Association for the Education of Young Children, Illinois Director Credential, Child Care Associate), continuing education options for teaching staff, governmental programs (Illinois Network of Child Care Resource & Referral Agencies, Illinois Gateway TEACH Scholarship Program, Temporary Assistance for Needy Families, Great Start Wage Supplement Program) and other resources, and using those resources to develop a full understanding of the field. In addition, students are required to visit five child care programs and observe their operations for one hour. On-campus participants are limited in the observation opportunities in the Charleston area.

3. A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives

Students will be assigned to groups of 4-5 students with an eye toward diversity of interests and backgrounds. All small group work will be completed with the same individuals in order to build relationships within the larger class interaction.

The course will be divided into ten weekly modules with a specific topic of focus for each module.

Module/Week 1: Societal Views on Child Care, Statistics

Module/Week 2: History of Care/Education for Young Children

Module/Week 3: Planning & Implementing a Program

Module/Week 4: Evaluating/Assessing a Program

Module/Week 5: Policy and Legal Aspects of Child Care Administration

Module/Week 6: Credentials Within the Field

Module/Week 7: Indoor/Outdoor Learning Environments

Module/Week 8: Multiculturalism/Diversity

Module/Week 9: Family/Community Involvement

Module/Week 10: Using Technology Effectively

Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments; some of which will be completed in small groups. Each weekly writing assignment (whether completed individually or in small groups) will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. To engage the students in effective interaction, projects, discussion and reflective sessions will be utilized as well as quantitative testing. In addition, students will be divided into groups and each group will be responsible for providing discussion postings for assigned group projects and case studies.

4. A description of how the integrity of student work will be assured.

The instructor will correspond with each student and the assigned student leadership groups on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCt will allow for a structured open-book testing format.

5. A description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.)

Each student will be interacting directly with the instructor and one another via WebCT. Discussion boards, email or assignment boxes will be used for direct communication. In-service assignments will be made available on Powerpoint for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone and/or in person if they so desire.

6. An explanation of how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS.

Students enrolled in this online course will be required to read assigned chapters from course textbooks, view (and listen to audio) Powerpoint presentations (with supplementary video clips), read additional course materials from supplementary sources, complete topic-related assignments, participate in group discussions and complete group work each week. The final project will be a synthesis of research/theory and practice into an educational presentation.

On average students can expect to spend between 12-15 hours per week working on this course. While this time allotment exceeds the face-to-face class time requirements, this time will be required for students to read the material, analysis and synthesis thoughts, as well as coordinate discussion and work with other group members.

Week	Topic	Assignment/Activity	Date Due
#1	Views on Child Care/Statistics: <ul style="list-style-type: none"> Course introduction; review objectives and assignments; group assignment Explore personal views regarding early care and education Classification of early childhood programs (NAEYC, funding source) National, state, local statistics Economic impact of child care Changing face of child care 	<ul style="list-style-type: none"> Post personal biography Respond to 2 out of 3 discussion questions/topics 	end of first week
#2	History of Care/Education: <ul style="list-style-type: none"> Before colonialization/historical ethnocentrism and knowledge gaps Knitting Schools Dame Schools Common Schools Antebellum South/Enslaved children Infant Schools Day Nurseries 	<ul style="list-style-type: none"> Read Chapter 1 in Decker Respond to 2 out of 3 discussion questions/topics Summarize specific historical time period by group Choose topic for In-Service Project 1st Observation Due 	End of second week

	<ul style="list-style-type: none"> • American Indian boarding schools • Montessori • McMillian Nursery • Japanese American “Relocation” • Project Head Start • Kindergarten • Preschool for All 		
#3	<p>Planning & Implementing a Program:</p> <ul style="list-style-type: none"> • The Program Base • Personal philosophy regarding early childhood programs • Classic theoretical positions (psychological – maturational, behavior/environmental; constructivist – Piaget, scaffolding; ecological) • Curriculum models • Steps to implementation • Inclusion 	<ul style="list-style-type: none"> • Read chapter 2 in Decker, NAEYC Position Statement on Inclusion (online) • Respond to 2 out of 3 discussion questions/topics • Summarize theoretical position regarding care/education by group • 2nd Observation Due 	End of third week
#4	<p>Evaluating/Assessing a Program:</p> <ul style="list-style-type: none"> • Effective assessment practices • Family involvement in process • Indicators of effective evaluation and accountability 	<ul style="list-style-type: none"> • Read NAEYC Position Statement on Curriculum, Assessment, and Program Evaluation (online) • Respond to 2 out of 3 discussion questions/topics • 3rd Observation Due 	End of fourth week
#5	<p>Policy and Legal Aspects of Child Care Administration:</p> <ul style="list-style-type: none"> • Terminology • Quality indicators (structural, process) • Characteristics of viable policies • Categories of policies • Regulations • Illinois regulation of child care (DCFS, DHS, Child Care Act, Abused and Neglected Child 	<ul style="list-style-type: none"> • Read chapter 3 in Decker, DCFS Licensing Standards for Day Care Homes and for Day Care Centers (online) • Midterm Exam 	End of fifth week

	Reporting Act)		
#6	Credentials with the Field: <ul style="list-style-type: none"> • Required • Voluntary • Needs of staff • Sources of continuing education • Funding 	<ul style="list-style-type: none"> • Read chapter 2 in Shoemaker • Respond to 2 out of 3 discussion questions/topics • 4th Observation Due 	End of sixth week
#7	Indoor/Outdoor Learning Environments: <ul style="list-style-type: none"> • Planning the learning environment • Dimensional requirement and recommendations • Sources for furniture/materials • Special considerations for infants and toddlers • Adult spaces 	<ul style="list-style-type: none"> • Read chapter 5 in Decker • Respond to 2 out of 3 discussion questions/topics • Develop (plan, graph and cost out) assigned learning area by group 	End of seventh week
#8	Multiculturalism & Diversity: <ul style="list-style-type: none"> • Terminology • Developmental aspects • Theoretical perspectives • Special considerations of predominately geographical white areas • Pre-packaged materials • Avoiding the “Tourist Approach” • Assessing diversity in program 	<ul style="list-style-type: none"> • Respond to 2 out of 3 discussion questions/topics • 5th Observation Due 	
#9	Family/Community Involvement: <ul style="list-style-type: none"> • Family Systems Theory • Building successful relationships • Working with families of children with special needs • Male involvement 	<ul style="list-style-type: none"> • Read chapter 10 in Decker • Diversity Resource List Due 	
#10	Using Technology Effectively: <ul style="list-style-type: none"> • Documentation • Publicity/Marketing • Enhancing family relationships 	<ul style="list-style-type: none"> • Read NAEYC Position on Use of Technology (online) • Respond to 2 out of 3 discussion questions/topics 	

	<ul style="list-style-type: none"> Supporting children's learning 		
#11	In-Service Presentations and Peer Reviews	<ul style="list-style-type: none"> Posting of In-Service Application Exercise by Powerpoint Final Exam 	Students will be assigned a day of the week to have their final presentation posted with all completed by Wednesday in order to allow for review and discussion

Dr. M. Meadows

FCS 4859 Administration of Child Care Programs

Text: Decker, C. A. & Decker, J. R. (2001). *Planning and administrating early childhood programs* (7th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Shoemaker, C. J. (2000). *Leadership and management of programs for young children* (2nd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Course Description: Organization, administration, curricula, facilities, licensing, parent involvement/education, and types of child care programs are presented. Observation required.

Course Objectives: FCS 4859 is an upper level course on the administration of child care programs in the United States, specifically in the state of Illinois. Principles related to the establishment and operation of childcare programs will be examined. At the conclusion of the course the students will have.....
developed an understanding of the various philosophies and rationale of child care programs,
examined the standards and requirements for licensing child care programs in the state of Illinois, and
developed an understanding of the basic requirements for a high quality child care facility.

Methods of evaluation:

In-class assignments and group work:

Students will periodically engage in group discussions and provide brief written or oral reports to the class. In addition, students may be required to write response papers to subjects of discussions, films, or speakers and observations of parent programs. If needed, unannounced quizzes will be given. In-class assignments cannot be made up, except in extreme circumstances at the discretion of the instructor. These assignments will be completed during class and will be worth a variety of points for a total of 150 points.

Diversity Resource File:

25-item resource file will be developed with rationale for each item chosen. Each item must be chosen for its addition of a multicultural/diversity component to an early childhood program. Detailed criteria will be provided. Graduate students will have an additional in-service presentation component to the assignment. 100 points

Observation of 3 Child Care Programs:

1 hour observations of 3 different early childhood programs will be completed during class. Identifying information such as name of facility, children served, funding source, indoor and outdoor learning environment, etc... will be required. Detailed criteria will be provided. 50 points each for a total of 150 points

Mid-term and Final Exam:

Exams will be administered in a group format. Students will take the exam individually; after each member of the class is finished students will move into assigned groups and complete another copy of the same test together. Final grade consists of individual and group test scores averaged together. Any student may choose to opt out of the group test at any time and take their individual score alone.

Students will be unable to make up an exam without documentation of an excused absence. If a student is unable to attend class on the day an exam is scheduled, the instructor must be notified PRIOR to exam time. This notification must be followed up with appropriate documentation of the excuse for absence. If excused from taking an exam, the student must make up the exam within one week of the originally scheduled exam, or no credit will be allowed. A make up exam will not be of the same format as those given in the regularly scheduled class period. If the absence is not excused, then make up credit will not be allowed. 75 points each for a total of 150 points

In-Service Application Exercise:

Working in assigned groups, students will develop an application-oriented activity to supplement scheduled course lecture/discussion. Objectives will be provided for each exercise and must be met. Great freedom will be granted regarding the construction of the assignment, however assessment criteria will be provided. Graduate students will be in a leadership position for this assignment. 150 points

NOTE: Assignments prepared out of class are required to be typed, double-spaced, stapled, and proof-read by the student. Twelve-point font and one-inch margins should be used. Evaluations will be based, in part, on the appearance of the work, including grammatical or typographical errors. APA style is to be used and used correctly. Students may be assured of confidentiality when submitting any assignment.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Students Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to *Turnitin.com* and will become a searchable document with the *Turnitin*-protected and restricted database.

Grading scale:

A = 630-700

B = 559-629

C = 488-558

D = 417-487

F = 416 points or below

Students Rights: Having described policies and responsibilities to which you, as a student, will be expected to adhere for this course, I want to emphasize that as an instructor I have responsibilities to you. Cornwell Strickland, writing in Excellence in University Teaching, has noted the following student rights:

1. the right to be recognized as an individual, even in large classes,
2. the right to have a professor interested in teaching,
3. the right to instruction based on adequate preparation,
4. the right to express opinions and to challenge those of the instructor,
5. the right to personalized instruction, relevant to students needs and interests,
6. the right to access to the professor at times other than class sessions, and
7. the right to know the system by which he or she is graded.

*****If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services at 581-6583.

Schedule Spring 2009

Week	Date	Subject	Readings
------	------	---------	----------

1	Monday Jan 12	Introduction and syllabus	
	Wednesday Jan 14	Personal Views of Child Care Terminology/Statistics	
	Friday Jan 16	Overview-History of Care for Children	Decker Ch 1
2	Monday Jan 19	NO SCHOOL	
	Wednesday Jan 21	History of the Care of Children	
	Friday Jan 23	Guest Speaker: Donna Coonce Coordinator: EIU, ABC Program	
3	Monday Jan 26	<i>Tying it all Together</i> video	
	Wednesday Jan 28	Tour FCS Infant & Child Development Laboratories NE corner of Buzzard Building	
	Friday Jan 30	Planning a Program	Decker Ch 2
4	Monday Feb 2	Implementing a Program	NAEYC Position Statement on <u>Inclusion</u>
	Wednesday Feb 4	Evaluating/Assessing a Program	NAEYC Position Statement on <u>Curriculum, Assessment, and Program Evaluation</u>
	Friday Feb 6	Policies Related to Child Care	Decker Ch 3
5	Monday Feb 9	Illinois Regulations Regarding Child Care	DCFS Licensing Standards for <u>Day Care Homes</u> and for <u>Day Care Centers</u>
	Wednesday Feb 11	Guest Speaker: Misty Baker Child Care Resource & Referral	
	Friday Feb 13	NO SCHOOL	
6	Monday Feb 16	Mandated Reporting	<u>DCFS Child Protection Services</u>
	Wednesday Feb 18	Work on in-service presentations	
7	Friday Feb 20	Personnel and Staffing Guest Speaker:	Decker Ch 4 <u>NAEYC Framework for</u>

		Dan Carter, Males in Early Childhood/Child Care	<u>Professional Development</u>
	Monday Feb 23	Understanding Leadership	Shoemaker Ch 2
	Wednesday Feb 25	Tour Immanuel Lutheran Early Childhood Center 9th & Cleveland (across from Tarble Arts)	<u>Web Scavenger Hunt</u>
8	Friday Feb 27	Indoor Learning Environments	Decker Ch 5
	Monday Mar 2	Outdoor Learning Environments	
	Wednesday Mar 4	MIDTERM EXAM	
9	Friday Mar 6	Use of Technology in Programs	<u>NAEYC Position on Use of Technology</u>
	Monday Mar 9	Continue Use of Technology	
	Wednesday Mar 11	Guest Speaker: Lee Ann Bryant, Child Care Resource Nurse Health & Safety in Programs	Decker Ch 8
10	Friday Mar 13	SPRING BREAK	
	March 16-20	Multiculturalism & Diversity	
	Monday Mar 23	Assessing Diversity in Programs	
11	Wednesday Mar 25	Work on in-service presentations	
	Friday Mar 27	Guest Speaker: Dawn Wilcox Federal Nutrition Programs For Providers	<u>USDA Child & Adult Care Food Program</u>
	Monday Mar 30	Assessing & Recording Children's Progress	Decker Ch 9
12	Wednesday Apr 1	Tour Charleston Community Day Care Center 2206 S 4 th St (in church)	
	Friday Apr 3	Diversity Resources Due Professionalism	Decker Ch 11

	Monday Apr 6	Ethics	NAEYC Code of Ethical Conduct
13	Wednesday Apr 8	Ethics cont.....	
	Friday Apr 10	work on in-service presentations	
	Monday Apr 13	Family Involvement	Decker Ch 10
	Wednesday Apr 15	Fatherhood	
14	Friday Apr 17	Self-Care and After-School Programs	
	Monday Apr 20	Student In-Service Presentations	
	Wednesday Apr 22	Student In-Service Presentations	
15	Friday Apr 24	Student In-Service Presentations	
	Monday Apr 27	Student In-Service Presentations	
	Wednesday Apr 29		
	Friday May 1	Review for Final Exam	
		FINAL EXAM	GOOD LUCK!!