Eastern Illinois University
Revised Course Proposal
FCS 4242, Computer Use For Childcare Administrators

Please check one: ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: FCS 4242
2. Title (may not exceed 30 characters, including spaces): Computer Childcare Admin
3. Long title, if any (may not exceed 100 characters, including spaces): Computer Use For Childcare Administrators
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-0-2
5. Term(s) to be offered: ☒ Fall   ☐ Spring   ☐ Summer   ☐ On demand
6. Initial term of offering: ☐ Fall   ☐ Spring   ☒ Summer   Year: 2010
7. Course description (not to exceed four lines): Focus on integrating various forms of technology into the early childhood environment for record-keeping, family and community connections, and in the development of personal portfolios to document professional practice. The course provides tools to allow professionals to maximize the use of technological resources to enhance children’s learning while applying developmentally appropriate criteria to each application.
8. Registration restrictions:
   a. Identify any equivalent courses: None
   b. Prerequisite(s): None
   c. Who can waive the prerequisite(s)?
      ☐ No one   ☐ Chair   ☒ Instructor   ☐ Advisor   ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status: ☒ Course may not be repeated
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: see preceding point (f.)
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. Grading methods (check all that apply): ☒ Standard letter   ☐ C/NC   ☐ Audit   ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☒ lecture   ☐ lab   ☐ lecture/lab combined   ☐ independent study/research
      ☐ internship   ☐ performance   ☐ practicum or clinical   ☐ study abroad   ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students enrolled in this course will:
1. critique examples of the use of technology in the development of handbooks, newsletters, and various other types of correspondence in order to facilitate positive parent-school relationships,
2. explain the use of electronic record-keeping with regard to the children's medical*, emergency, and developmental information,
3. demonstrate the use of technology in building professional portfolios of best reflective practice,
4. select the type of technology used to more easily adhere to state licensing requirements, track insurance needs, and document tax status,
5. employ web-based research capabilities specifically related to young children,
6. categorize positive and negative aspects of computer use with preschool children from a theoretical knowledge base,
7. apply the rationale for conditions under which technology can and cannot be used appropriately in an early childhood setting, and
8. evaluate standards-based initiatives (National Association for the Education of Young Children, Illinois State Board of Higher Education, National Counsel for Accreditation of Teacher Education) with regard to the use of technology with young children.

*Actual children’s medical records will not be used. Sample fictional cases will be provided for demonstration purposes.

a. This is not a general education course.

b. This course is not graduate-level.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- Students will engage in group discussions and participate in discussions. In addition, students may be required to create very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-8)
- Students will compile a Resource List consisting of ten resources for obtaining information about the administration of childcare programs through technology. Each resource must be annotated (Objectives 5)
- Students will complete an Electronic Professional Portfolio based on the applications demonstrated in the course. (Objective 3-7)
- Students will be assigned an article reviewing current research related to the use of technology with preschool children. (Objectives 6, 7)
- Students will work in small groups to develop a technology plan for use in an early childhood program. The media used for this project may be chosen from those discussed in class. Program must be developmentally appropriate, cost effective, and an enhancement to children’s learning. This assignment will serve as a capstone of the course. (Objective 2-8)
3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions and group work</td>
<td>150</td>
</tr>
<tr>
<td>Annotated Resource List</td>
<td>75</td>
</tr>
<tr>
<td>Electronic Professional Portfolio</td>
<td>125</td>
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<tr>
<td>Article review and discussion</td>
<td>50</td>
</tr>
<tr>
<td>Technology Plan</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500</strong></td>
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</tbody>
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Grading Scale: 450-500 points (90-100%) = A
399-449 points (80-89%) = B
348-389 points (70-79%) = C
279-347 points (60-69%) = D
296 or fewer points (59% or less) = F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specific learning objectives: Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion.

   The course will be divided into weekly modules with a specific topic of focus for each module.
   - **Module/Week 1:** Introductions, course objectives, discussion, web-based research
   - **Module/Week 2:** Making connections with other caregivers, licensing standards, NAEYC, CDA
   - **Module/Week 3:** INTASC, NBPTS, NCATE online resources, Building positive relationships with families.
   - **Module/Week 4:** Web-based advertising, electronic recordkeeping, building portfolios.
   - **Module/Week 5:** Business records, budget, staff, menus, income taxes
   - **Module/Week 6:** Professional standards for technology.
   - **Module/Week 7:** Cognition and evaluation, Piagetian stages.
   - **Module/Week 8:** Uses of technology/review.

   Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and work on brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. 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. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.

   b. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technology that will be used to support the interaction. The instructor will correspond with each student 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.
c. Describe 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 one another via WebCT. Discussion boards, email, chat rooms, whiteboards, blog and assignment boxes will be used for direct communication. In-service assignments will be made available for each student to peruse and evaluate. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling
   a. course objectives; N/A
   b. projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students. N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

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

Week 1: Web-based research
   A. Make connections with other caregivers
      1. decrease feelings of isolation common to those that work with young children
      2. hints, tips, pointers from other caregivers
   B. Review state licensing, sanitation, and safety standards
   C. National Association for the Education of Young Children (NAEYC), Child Development Associate (CDA), Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), National Council for Accreditation of Teacher Education (NCATE) online resources
   D. Web-based advertising
   E. Electronic journals
   F. Share information with parents
      1. observation utilizing QuickCam technology
      2. handbook
      3. newsletter

Week 2: Child records
   A. Emergency lists
   B. Medical history
   C. Personal information
   D. Family portfolios
      1. know children and personal history
      2. make cultural connections
      3. provide children with opportunities to share their family photographs, artifacts, and traditions
E. Running electronic portfolio of each child's development in all domains
   1. digital photographs
   2. scanned creative art
   3. handwriting
   4. story-telling
   5. children choose "best work"
      a. edify children as decision-makers
      b. enhance self-concept by displaying personal work

**Week 3:** Personal teacher/caregiver portfolios
A. Necessity of portfolio representation of work
   1. NBPTS, INTASC, NAEYC, and others relying on portfolio assessment
   2. better indicator of actual practice
B. Reflective practitioners
   1. forces teachers/caregivers to reflect on work
   2. on-going self-evaluation enhances concept of self as a professional
C. Rich representation of a body of work
   1. includes video, audio, and photographs
   2. physical representation of philosophy and practice

**Week 4:** Business records
A. Budget
B. Staff records
   1. medical
   2. continuing education
C. Menu
D. State licensing requirements
E. Income tax

**Week 5:** Cognition and the effect of technology on development
   Piagetian stages
   Use of technology at various ages/stages

**Week 6:** Standards addressing the use of technology with young children
   NAEYC
   INTASC
   NBPTS
   CDA

**Week 7:** Various uses of technology in the early childhood environment
   Drill & practice
   Tutorial exercises
   Tools to achieve a specific purpose
   Simulation exercises

Necessary attitudes and assumptions related to technology and young children

**Week 8:** Using technology to support the Project Approach to learning.
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   
a. This course is one of 22 Family & Consumer Sciences Special Topic courses written specifically for the Certification of Learning on an Alternative Schedule (CLAS) program that has since been renamed the Alternative Bachelors for Childcare (ABC) education program and approved as such between 1999-2000. This course has been part of a series of modules scheduled in a two-year rotation and offered repeatedly. The ABC modules consist of 60 hours of coursework, of both existing FCS courses and courses written specifically for the program.

   The ABC program was designed to meet current Illinois legislation requiring Bachelors degrees for Childcare providers by the year 2011. Completion of the ABC program prepares students to seek the Illinois Director Credential as the program has been deemed an “Entitled Program”.

   NOTE: Admission to the ABC program is limited to those students with a two-year degree in early childhood education (or a related discipline) and currently working in the field who are seeking a Bachelors of General Studies degree with the proposed Childcare Education option through the School of Continuing Education.

   b. The course is currently taught off campus in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   
   This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. If the course is similar to an existing course or courses, justify its development and offering.
   
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. This course is specific to the field of Childcare with a specific focus provided by the discipline of FCS. The course does not duplicate any other FCS undergraduate course or courses in the College of Education and Professional Studies.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):
   
a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course is required for completion of the Bachelors of Arts in General Studies, option in Childcare Education (ABC program).

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This course is not available for graduate credit.
PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Mikki Meadows, PhD has primary oversight of the ABC program and will teach this course or delegate a qualified FCS faculty member in consultation with FCS administration.

2. **Additional costs to students:** None

3. **Text and supplementary materials to be used (Include publication dates):** None, supplemental readings will be provided. Technology changes so rapidly that this course utilizes current resources and standards-based documentation.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: January 26, 2010

Date approved by the college curriculum committee: March 1, 2010

Date approved by the Honors Council (if this is an honors course): 

Date approved by CAA: March 11, 2010

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).