COURSE DESCRIPTION. TOTAL CREDIT HOURS: The purpose of this course is to give students an overview of program administration for early childhood and family programs. Course topics will include but are not limited to recruitment, advertising of facilities, funding/budgeting, managing staff, curriculum development, building partnerships with schools, creating strong communication with families, and program evaluation. (3 Credits)

Prerequisite: CI 318A and CI 318B

COURSE GOALS, OBJECTIVES, AND CONTENT. This course is designed to prepare students for leadership roles in facilities serving young children and families. Administrators must be well versed in a wide variety of areas and disciplines. The following objectives will contribute to the student’s developing knowledge base in preparing for these leadership roles.

During and upon completion of the course students will:
1. Identify and define a variety of settings and programs serving young children and families.
2. Identify and describe various theories of management and leadership styles and understand how they may influence practice and policy in programs for families and young children.
3. Demonstrate knowledge of current research and thinking in the field, and identify issues affecting programs serving young children and families.
4. Develop an understanding of the different administrative responsibilities for overseeing an early childhood and family program.
5. Interpret and applying state licensing regulations that govern child care facilities and other programs serving young children and families.

INSTRUCTINAL METHODS:
A variety of instructional methods will be used to assist students in the achievement of the above goals. Formats will include, but are not limited to small group activities, discussions, lecture, guest speakers, assessments for review, and individual assignments.

REQUIRED TEXT:
Freeman, Nancy K. Decker, Celia A., Decker, John R. Planning and Administering Early Childhood Programs, New Jersey: Pearson

SUPPLEMENTAL READINGS WILL BE ASSIGNED IN CLASS: These readings will be made available through email, on livetext, or by hard copies distributed in class. Students are required to READ, HIGHLIGHT
SALIENT PASSAGES, and TAKE NOTES on each assigned article before class time. Readings should be brought to class each week. If you prefer to use an electronic method for these purposes, please arrange to speak with me early in the semester. These processes are necessary for assuring quality discussions about weekly topics. Taking this time will benefit you and your peers, make class time more interesting and meaningful, and ensure success in achieving your academic goals.

LIVETEXT: Each student is required to purchase LiveText, if not purchased previously. Assignments will be posted on LiveText and will be submitted by the student on LiveText, unless otherwise indicated. Technical assistance with LiveText is available through the LiveText hotline: 1-866-LiveText (1-866-548-3839), e-mail: edu-solutions@livetext.com Technical Support Hours: Mon-Thur 7am to 9pm (CT), Fri 7am to 6pm (CT), Sun 12pm to 9pm (CT)

ATTENDANCE: Attendance at all class sessions and full participation in class activities are required. Students are responsible for completing all required readings before each class and for coming to class prepared for discussions and to actively participate in activities. If you must be absent for a class session please email a message to the instructor prior to class start time. Attendance and participation points will not be awarded for absent students. Poor attendance (more than two absences) or poor participation (lack of preparation or failure to participate positively in class activities) will result in a lowering of the grade earned by one or more letter grades. There are no excused absences. (3 absences=one letter grade reduction, 4 absences=2 letter grades, 5+ absences=automatic failure).

LATE ARRIVALS/TARDINESS: Class begins promptly at start time. Students are expected to sign in before this time and be ready to begin class. Excessive Tardiness (more than two times) will impact your participation and professionalism grade.

LATE WORK: No assignments will be accepted after the due date without prior consent from the instructor and then only in cases of legitimate problems. Legitimacy must be granted PRIOR to time due and will be determined by course instructor. If late assignments are accepted, the assignment will receive a 10% grade reduction.

ACADEMIC EXPECTATIONS: Grammar and spelling must be correct in all assignments; if errors prevent the instructor from reading for content, the assignment will be returned for revision and the student can expect that points will be deducted.

ASSIGMENTS:
Assignments are to be turned in by the due date given. No assignments will be accepted after the due date without PRIOR consent of the instructor. Extraordinary circumstances must exist in order for a late pass to be given. All formal assignments written work should be typed using double-spacing and 11 or 12 point Times New Roman Font. Students are expected to prepare written assignments that look professional and indicate attention to detail that is expected in professional settings.

Students should place the following information in the top left corner of all work:

Student Name exp.  Mary Smith
CI 417: Administration of Early Childhood and Family Programs
Assignment Title Reflection #2 Director’s Hat
**DISPOSITIONAL EXPECTATIONS:** Professional behavior is expected at all times, in all practicum settings, class activities, lecture sessions, email correspondence, and all interactions with instructor and other faculty. Keep in mind that you represent the University and the Early Childhood Department. Professionalism should be displayed in your attire, attitude, and behavior. This includes the use of cell phones and laptops in the classroom. Cell phones are for emergencies only—do not send text messages during class. If you must use the phone, please leave the class to do so. Laptops are for note-taking and must have instructor approval to use in class. A full outline of professional expectations will be provided in class and students will be required to sign it indicating that they have read it and will abide by its contents.

**SIUC STUDENT CONDUCT CODE:** Students are expected to adhere to the SIUC student conduct code. Violations of this code may result in failure of the class and/or further disciplinary action by SIUC administration. Violations of this include:

1. Plagiarism, representing the work of another as one's own work;
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly furnishing false information to a university official relative to academic matters;
5. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

**EVALUATION OF STUDENT PROFICIENCY AND DISPOSITION:** All students enrolled in Early Childhood Education courses must agree to and sign a statement of professional conduct, which also indicates acknowledgment of the departmental student proficiency and disposition reporting system. Copies of this statement will be provided to you during the first week of class.

**SPECIAL NEEDS:**
If any member of this class feels that he/she has a qualified disability and needs special accommodations he/she should notify the instructor and request verification of eligibility for accommodations from the Office of Student Disabilities. Please advise the instructor of such disability and the desired accommodations at some point before, during, or after the first scheduled class period.

**ADDITIONAL NOTES:**
The instructor reserves the right to revise the Course Calendar as necessary. This is a working syllabus and therefore, subject to change. Discussion of a particular topic may extend beyond a scheduled class meeting and/or scheduled topics may not require the entire class period. Guest speakers will be added to the Course Calendar as the semester progresses. Students will be informed of changes to the Course Calendar in a timely manner. Additional readings and/or in-class activities and assignments may need to be or will occur, depending on the progress of the class. Again, students will be informed of any changes in a timely manner. Collaboration with other classmates is an absolute necessity. No preferential treatment of group assignments will occur. Students are expected to do their own work on assignments and exams unless otherwise instructed. Cheating, plagiarizing, and other forms of improperly sharing work will be dealt with at the discretion of the instructor. Academic dishonesty will not be tolerated and will be handled per the SIU Student Conduct Code ([www.siu.edu/~docedit/policies/conduct.htm](http://www.siu.edu/~docedit/policies/conduct.htm)).

**GRADING AND ASSIGNMENTS**
Assignments are meant to stimulate thinking and application of course content. Students will complete several assignments throughout the semester, take three exams, participate fully in class activities, communicate with respect for others and the for the early childhood profession as a whole. Assignment details are provided on the following pages with a brief description and a summary of points are provided below. Final grades for this course will be determined using the following scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <59%=F (*note attendance policy in syllabus.)

Final course grade will be evaluated based off of the following assignment and point value:

**Mid-Term Exam- State DCFS Regulations 50 points**

Students will need to become familiar with the state regulations for childcare facilities. Questions about these regulations, along with material from assigned readings will be in a multiple choice test.

*MORE DETAILS AND INFORMATION WILL BE FORTHCOMING*

**Final Exam Handbook Review  150 points**

Throughout the course students will design a Director toolkit with a list of essential materials and information used in Administration of a Child Care Program. Students will develop and provide their Philosophy of Education, Program information for Parents and Staff, information on Human Resources, Health and Safety, Budget, Finance, Marketing, Risk Management, inclusive of DCFS Regulations. Additionally students will include a list of current publications, internet resources and Agency contacts that are relevant to an assigned topic.

*MORE DETAILS AND INFORMATION WILL BE FORTHCOMING*

**Resource Guide-Group Project & Presentation 50 points**

Students will develop a comprehensive Health and Wellness Resource Guide for a component under the Health and Safety section of the Handbook.

*MORE DETAILS AND INFORMATION WILL BE FORTHCOMING*

**Director Panel – Group Project 25 points**

Students will work in small groups to create a list of questions around and assigned topic to ask of a Panel of Area Program Directors and/or another Administrative Manager.

*MORE DETAILS AND INFORMATION WILL BE FORTHCOMING*

**Early Childhood Administrative Mentor Experience 50 Points**

Students will work with a mentor for 5 hours during the semester (which will be equal to 2 no-class days of attendance). Each session the mentor and mentee will discuss a topic and share information and resources. The student is responsible for submitting a reflective paper on each topic with a minimal length of 1 page. A presentation will be given by each student at the end of the semester focusing on innovative ideas and policies learned during their Mentor experience.
Attendance and Participation (5 points each) x15 = 75 Points

Each week students will be required to complete an in-class assignment. Assignments will be based off of textbook readings or handouts and are designed to enhance students understanding about course ideas. These assignments will vary in nature but will include creating a menu, a family handbook, managing a budget and other elements that will be included in the Final Exam Handbook Review Note Book etc. *MORE DETAILS AND INFORMATION WILL BE FORTHCOMING

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<thead>
<tr>
<th>Letter Grade</th>
<th>Point Average/Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>360-400 points</td>
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<td>B</td>
<td>320-359 points</td>
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<td>C</td>
<td>280-319 points</td>
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<td>D</td>
<td>240-249 points</td>
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<td>F</td>
<td>239 points and below</td>
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| Week 1 | Introductons  
1/21/16  
Syallus and Assignment  
Discussion: Responsibilities for Leadership & The Art of Dialog | Purchase and Activate  
LiveText  
Purchase Textbook |
| --- | --- | --- |
| Week 2 | **Chapter 1** – Overview of Early Care and Education  
1/28/16  
Types of Programs, Quality, Choice: **Chapter 2** Begin Developing a Vision Mission & Program Evaluation /Program Philosophy  
Programs Moving Toward Excellence-What Do we Know? | Create A Program Name  
Write a Mission Statement  
(min 1 paragraph)  
Read Chapter 3 for next week |
| Week 3 | **Chapter 3**-Understanding Regulations, Licensing, & other Standards of Practice  
2/4/16  
Guest Speaker (DCFS/Licensing) or (Center Director local Agency)  
We will Discuss key points & bring materials we will design a Quality program in class (group project) | Read Chapter 6 for next week |
| Week 4 | **Chapter 4** – Establishing Policies & Procedures  
2/11/16  
Assignments for Health & Wellness Resource Guide  
No Class Mentor Time | Review Chapters 1-3 for Quiz Next Week |
| Week 5 | MIDTERM EXAM  
Exam | In class Quiz Chapter 1-3 |
| Week 6 | **Chapter 6** Creating Quality Learning Environments  
2/18/16  
We will Discuss key points & bring materials we will design a Quality program in class (group project)  
Chapter 7 Providing Nutrition, Heath & Safety  
Class Presentations of Health and Wellness (Childhood Disease/Health Concerns)  
Create Discussion Questions for Director’s Panel in 3 weeks | Review for DCFS Licensure Regulation’s at Midterm Quiz chapter 4,6, 10 |
| Week 7 | Midterm Exam  
3/10/15 | Multiple Choice Exam |
| Week 8 | **Chapter 9** Implementing the Children’s Program  
3/17/16  
Mentor Reflective paper due #1 | Read Chapter 9 for next week |
| Week 9 | **Chapter 10** Licensing and Managing Personnel  
3/24/16  
Staffing and Early Childhood Program  
Interview and Discuss all Areas of Management with Invited Panel | Read Chapter 5 for next week |
| Week 10 | Chapter 12 Working with Families and Communities  
4/7/16  
Provide a Portfolio Checklist | Bring the Portfolio to Class for Discussion & Review Quiz next week chapter 5,9, 12 |
| Week 11 | No Class Mentor Time  
4/14/16 | Read Chapter 11 for next week |
| Week 12 | **Chapter 11** Assessment In Early Childhood Programing  
4/21/16  
Mentor Reflective Paper #2 due | Work on Portfolios Read Chapter 7 & 8 for next week |
| Week 13 | Chapter 12 Financing and Budget/ Chapter 8 Marketing your Program  
4/28/15 | Work on Portfolio for Final Bring to class Quiz next week |
| Week 14 | **GROUP PORTFOLIO SELF ASSESSMENT**  
5/5/16 | Study for Final Quiz chapters 7, 8, 11 |
| FINALS WEEK | Final Exam: Portfolio Presentation & Multiple choice Questions on Best Practices Review of All Administration Chapters (Roll Play) | |
Teacher Education Program Conceptual Framework:

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Preparing Reflective Educational Leaders. The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
**Literacies:** Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

**Identities:** Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

**Engagement:** Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

**TEP Dispositions:** The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

**The candidate demonstrates professionalism:**
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

**The candidate values human diversity:**
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

**The candidate develops professionally:**
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

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**TEP Framework References**


